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Armstrong Faculty Senate Agenda

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3-23-2015

# March 23, 2015 Armstrong Faculty Senate Agenda

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**Armstrong State University  
Faculty Senate Meeting  
Agenda of March 23, 2015  
Student Union, Ballroom A, 3:00 p.m.**

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Call to Order
- III. Senate Action
  - A. Approval of Minutes from [February 16, 2015](#) Faculty Senate Meeting
  - B. Brief remarks from Dr. Linda Bleicken, President
  - C. Old Business
    - 1. Outcome of Bills/Resolutions
      - i. [FSB 2014-05-12-01](#) Institutional Accountability, Transparency and Communication
        - a. Joint Leadership Team summary February 24 (Appendix B)
        - b. Staff Personnel Requests 3.10.15 (Appendix C)
      - ii. [FSB-2015-01-26-03](#) Shared Planning of Future Budget Cuts (Appendix D)
    - 2. Other Old Business
      - i. FSB-2015-03-23-02 Academic Hazing
  - D. New Business
    - 1. Committee Reports
      - i. University Curriculum Committee
        - a. Meeting Minutes and Curriculum Changes (Appendix A)
      - ii. Governance Committee
        - a. FSB-03-23-03 Changes in Terms and Titles for President and Vice-President (Appendix E)
        - b. FSB-03-23-04 Bill to Amend the Bylaws of the Armstrong Faculty Senate, Article VI, Section B: Duties of the Vice President of the Senate (Appendix F)
        - c. FSB-03-23-05 Bill to Amend the Bylaws of the Armstrong Faculty Senate, Article VIII, Section B: Executive Session (Appendix G)
        - d. FSB-03-23-06 Bill to Amend the Bylaws of the Armstrong Faculty Senate, Article V, Section A.1: Senators and Alternates (Appendix H)
        - e. FSB-03-23-07 Education Technology Committee Representation Bill (Appendix I)
        - f. FSB-03-23-08 Bill to Amend the Bylaws of the Armstrong Faculty Senate Article XI, Section F: Duties of the Education Technology Committee (Appendix J)
      - iii. Academic Standards
        - a. Proposal for Academic Standards Change (Appendix K)
      - iv. Education Technology
      - v. Faculty Welfare

- vi. Planning, Budget, and Facilities
- vii. Student Success
  - a. Policy: Enrollment in Fully Online Courses (Appendix L)
  - b. Academic Standing and Online Courses (Appendix M)
  - c. Online vs. Face-to-Face Grade Distributions by Classification 09-19-2014 (Appendix N)

2. Other New Business

E. Senate Information and Announcements

- 1. Elections for Faculty Senate are nearing
  - i. Please send nominations for Vice President and Secretary to the Governance Committee by April 1, 2015
  - ii. [governance.senate@armstrong.edu](mailto:governance.senate@armstrong.edu)
- 2. Update on Dean's search for the College of Education (Ela Kaye Eley)
- 3. Emergency Planning Committee update (Debra Hagerty)
- 4. Announcements (from the floor)
- 5. Send Committee meeting dates/minutes to [faculty.senate@armstrong.edu](mailto:faculty.senate@armstrong.edu)

IV. Adjournment

# Armstrong

## UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, March 4, 2015

**PRESENT:** Myka Campbell, Suzanne Carpenter, Katrina Embrey, Sara Gremillion (vice chair), Robert Harris, Jackie Kim, David Lake (chair), Kam Fui Lau, Anthony Parish, Julie Swanstrom, James Todesca, Phyllis Fulton (Catalog Editor)

**ABSENT:** Becky da Cruz, Mirari Elcoro,

**GUESTS:** Joey Crosby, Brent Feske, Delana Gajdosik-Nivens, John Kraft, Rock McCaskill, Teresa Winterhalter, Hong Zhang

**CALL TO ORDER.** The meeting was called to order at 3:00 p.m. by Dr. David Lake.

**APPROVAL OF MINUTES.** The minutes of February 4, 2015, and February 23, 2015 were approved as presented.

### ITEMS

I. College of Education (no items)

### II. College of Health Professions

A. Diagnostic and Therapeutic Sciences (no items)

*Items 1-7 from the Department of Health Sciences were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

#### B. Health Sciences

1. Create the following course:

**HITC 4100 Analysis of Healthcare Data**

**3-0-3**

**Prerequisites:** MATH 2200 and HSCC 2300 or Permission of instructor

**Description:** Survey of the methods that are commonly employed in the analysis of healthcare data commonly extracted from healthcare information systems such as electronic health records.

Rationale: An external review of curriculum, based on industry-defined competency domains, has identified a need to add a course in health care data analysis methods to the existing curriculum to ensure adequate content coverage.

**Effective Term: Spring 2016**

**CURCAT:**

**Major Department – Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**2. Create the following course:**

**HITC 4700 Introduction to Project Management**

**3-0-3**

**Prerequisites: HSCA 4630 and ITEC 3600 or Permission of instructor**

**Description: Survey of knowledge areas and tools necessary for successful management and completion of health informatics-related projects. Starting from project pre-initiation and selection process, this course also stresses the life cycle of health care information technology (HIT) projects and how to apply appropriate knowledge areas in various phases of HIT project's lifecycle for integrated project management.**

Rationale: An external review of curriculum, based on industry-defined competency domains, has identified a need to add a course in project management principles and tools to the existing curriculum to ensure adequate content coverage.

**Effective Term: Spring 2016**

**CURCAT:**

**Major Department – Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**3. Create the following course:**

**HITC 4750 Principles of Knowledge Management and Decision Support**

**3-0-3**

**Prerequisites: HSCA 4630 or Permission of Instructor**

**Description: Introduction to the principles of knowledge management and its application to health informatics. The course will address standard knowledge management lifecycle, including acquisition, organization, processing, sharing, and operationalization within the healthcare enterprise as well as common approaches to clinical decision support, diffusion of innovation, data warehousing, and data mining.**

Rationale: An external review of curriculum, based on industry-defined competency domains, has identified a need to add a course in project management principles and tools to the existing curriculum to ensure adequate content coverage.

**Effective Term: Spring 2016**

**CURCAT:**

**Major Department – Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**4. Create the following course:**

**HITC 4800 Special Topics in Health Informatics**

**3-0-3**

**Prerequisites: HSCA 4630 or Permission of Instructor**

**Description: Introduction to current and emerging topics of importance to the field of health informatics including, but not limited to, health information exchange, meaningful use of health data, electronic medical record and provider order entry systems, enterprise architecture and applications, data standards, interoperability, etc.**

Rationale: An external review of curriculum, based on industry-defined competency domains, has identified a need to add a current topics course to the existing curriculum to ensure adequate content coverage of new and emerging health information technologies, standards, and industry trends.

**Effective Spring 2016**

**CURCAT:**

**Major Department – Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**5. Create the following course:**

**HITC 4900 Internship**

**V-V-(1-6)**

**Prerequisites: Permission of Instructor**

**Description: On-site experience under the direction of a site supervisor (an off-campus health informatics professional) and a faculty supervisor. A faculty supervisor will establish criteria for performance and evaluation prior to the semester the internship is undertaken. Students may use a maximum of 6 hours of internship credit to fulfill degree requirements.**

Rationale: An on-site internship is required for certification

**Effective Spring 2016**

**CURCAT:**

**Major Department – Health Sciences**

**Can course be repeated for additional credit? Yes**

**Maximum number of credits: 6**

**Grading Mode: Normal**

**Instruction Type: Internship**

**Course Equivalent: HITC 4000**

**6. Delete the following course:**

~~**HITC 4000 Internship**~~ ~~V-V-(1-6)~~

Rationale: The addition of several new pre-internship 4000 level courses in health informatics (HITC) necessitates a re-numbering of the internship course section to reflect its status as the end-of-program culminating experience.

**Effective Term: Spring 2016**

**7. Modify the following program of study:**

**Bachelor of Health Science, Health Informatics track**

**Track Five: Health Informatics**

**A. General Requirements (core Areas A, B, C, D.I, and E) 42 hours**

**Core Area F .....18 hours**

CSCI 1150 Fundamentals of the Internet and World-Wide Web

CSCI 2070 Introduction to Computer Ethics and Cyber Security

HSCC 2500 Health Issues and Resources

ITEC 1310 Programming for Information Technology

~~MATH 2200—Elementary Statistics~~

**HSCC 2300 Management of Health Information**

RESP 2110 Medical Terminology

**Physical Education.....3 hours**

**First-Year Seminar ..... 1 hour**

**B. Major Field Courses .....15 hours**

HSCC 3110 Legal Issues in the Health Care Environment

HSCC 3140 Epidemiology

~~ITEC 2000 Introduction to App Development~~

**HLPR 2200 Interprofessional Teams in Healthcare Organizations**

ITEC 2530 Operating Systems

ITEC 3500 Database Administration

**C. Related Field Courses ..... ~~36-39~~ 45 hours**

~~CSCI 3301 Unix and Secure Web Development~~

~~HITC 4000—Internship~~

HITC 4100 Analysis of Healthcare Data

HITC 4700 Introduction to Project Management

HITC 4750 Principles of Knowledge Management and Decision Support

HITC 4800 Special Topics in Health Informatics

HITC 4900 Internship (6 credit hours)

HSCA 4620 Principles of Management in Health Services Organizations

HSCA 4630 Health Information Systems

HSCA 4655 Principles of Health Insurance and Reimbursement

HSCA 4660 Survey of Health Outcomes

~~HSCC 3130 Health Policy Issues~~

HSCC 4020 Seminar in Professional Issues

HSCP 2000 Ethical Theories/Moral Issues in Health

ITEC 3600 Systems Analysis and Design

ITEC 3700 Cybersecurity I

~~ITEC 3710 E-Commerce~~

ITEC 3800 Data Communications and Networks

~~ITEC 5001U Cyber Security I~~

**D. Electives ..... 6-9 hours**

~~Choose 6-9 hours from the following:~~

~~ECON 2105 Principles of Macroeconomics\*~~

~~ECON 2106 Principles of Microeconomics\*~~

~~ITEC 5002U Cyber Security II~~

~~MHSA 5500U Managing Health Professionals~~

~~MHSA 5800U Comparative Health Care Systems~~

~~\*ECON 2105 or ECON 2106 required if not taken in Area E.~~

Rationale: Changes in the program of study are requested as a result of newly added curriculum content specific to health informatics based on industry standards, feedback received regarding curriculum content from area practitioners and changes in degree management.

**Effective Date: Fall 2015**

C. Nursing (no items)

D. Rehabilitation Sciences (no items)

### **III. College of Liberal Arts**

A. Art, Music, and Theatre (no items)

#### **B. Criminal Justice, Social, and Political Science**

*Item 1 from the Department of Criminal Justice, Social, and Political Science was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*



**1. Create the following course:****SOCI 4800 Service Learning and Civic Engagement****3-V-3****Prerequisite: SOCI 1101****An experiential learning course that connects sociological concepts and theories to community service. Includes field experiences.**

Rationale: The study of sociology encourages students to recognize their potential to promote social change through community involvement. This course will give students the opportunity to connect their understanding of theoretical approaches to social issues with their interest in solving real world problems through interactions with community-based organizations.

**Effective Term: Spring 2016****CURCAT:****Major Department: Criminal Justice, Social & Political Science****Can course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Equivalent Course: N/A**

- C. Economics (no items)
- D. Gender Studies (no items)
- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)
- G. Liberal Studies (no items)
- H. Honors Program (no items)

**IV. College of Science and Technology**

- A. Biology (no items)
- B. Chemistry and Physics (no items)
- C. Computer Science and Information Technology (no items)
- D. Engineering Studies (no items)
- E. Mathematics (no items)

**F. Psychology**

*Items 1-8 from the Department of Psychology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

**1. Create the following course:****PSYC 3850 SPORTS PSYCHOLOGY****3-0-3****Prerequisite: PSYC 1101**

**Addresses psychological factors associated with superior athletic performance for individuals and teams. Topics include learning, motivation, leadership, and the examination of mental training strategies designed to enhance performance.**

Rationale: Sports psychology is the specialty area of our new faculty hire, Dr. Huynh. This course will add to our applied psychology offerings and satisfy major requirements as well as upper division electives.

**Effective Spring 2016**

**CURCAT:**

**Major Department: Psychology**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**2. Delete the following course:**

~~PSYC 3900 THE PSYCHOLOGY OF THE SELF 3-0-3~~

Rationale: This course was a specialty course for a former faculty member and the remaining faculty have no interest in teaching it.

**Effective Spring 2016**

**3. Create the following course:**

**PSYC 4050 ADVANCED RESEARCH DESIGN AND ANALYSIS 3-0-3**

**Prerequisite: PSYC 1101 and PSYC 2200 (minimum grade of C) and PSYC 2201 (minimum grade of C)**

**Examination and critique of research designs in the literature of scientific psychology. Topics include conceptual and mathematical foundations for common measurement and analytical procedures which may include parametric and nonparametric tests.**

Rationale: The goal of this course is to provide senior psychology majors with advanced lecture content on research designs and analyses suitable for scientific psychological research.

**Effective Spring 2016**

**CURCAT:**

**Major Department: Psychology**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**4. Delete the following course:**

~~PSYC 4000 MEASUREMENT~~ ~~3-0-3~~

Rationale: The department will address more design and analytical techniques than currently covered in a course on measurement. Some of this material will be covered in the proposed course (PSYC 4050) along with other advanced design and statistical issues. Deleting PSYC 4000 and beginning the new course is the most efficient way of making the change.

**Effective Spring 2016**

**5. Create the following course:**

**PSYC 4051 ADVANCED RESEARCH DESIGN AND ANALYSIS LAB 0-1-1**

**Corequisite: PSYC 4050**

**Develop and conduct a required, original research project. Students apply statistical procedures to analyze data and compose an empirical article that conforms to APA standards.**

Rationale: The goal of this course is to provide senior psychology majors with advanced laboratory experiences with psychological research designs and analyses suitable for APA-style manuscripts.

**Effective Spring 2016**

**CURCAT:**

**Major Department: Psychology**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 1**

**Grading Mode: Normal**

**Instruction Type: Laboratory**

**Course Equivalent: None**

**6. Delete the following course:**

~~PSYC 4001 Measurement Laboratory~~ ~~0-1-1~~

Rationale: With the deletion of PSYC 4000 this course will no longer be needed.

**Effective Spring 2016**

**7. Modify the following program of study:**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
PSYCHOLOGY**

## B. Major Field Courses

### I. All courses in this section

PSYC 3090 Physiological Psychology

~~PSYC 4000 Measurement (3 hours)~~

~~PSYC 4001 Measurement Laboratory (1 hour)~~

PSYC 4050 Advanced Research Design and Analysis (3 hours)

PSYC 4051 Advanced Research Design and Analysis Lab (1 hour)

PSYC 4090 Learning and Behavior (3 hours)

PSYC 4091 Learning and Behavior Laboratory (1 hour)

PSYC 4100 History and Systems of Psychology

### II. Two courses selected from categories A-C, with no more than one course from a category:

Category A:

PSYC 3070 Sensation and Perception **or** PSYC 3500 Cognitive Psychology

Category B:

PSYC 3080 Evolutionary Psychology **or** PSYC 3190 Comparative Psychology

Category C:

PSYC 5060U Basic Behavior Principles and Behavior Change

### III. Two courses selected from

PSYC 3020 Psychological Testing

PSYC 3110 Theories of Personality

PSYC 3160 Clinical Psychology

PSYC 3200 Industrial and Organizational Psychology

PSYC 3280 Abnormal Psychology

PSYC 5060U Basic Behavior Principles and Behavior Change

PSYC 5061U Advanced Behavioral Assessment

PSYC 5100U Women and Mental Health

PSYC 5150U Conflict Resolution

PSYC 5300U Leadership & Group Dynamics

### IV. Two courses selected from:

PSYC 3030 Experimental Social

PSYC 3050 Child Psychology

PSYC 3100 Psychology of Human Sexuality

PSYC 3800 Health Psychology

PSYC 3850 Sports Psychology

~~PSYC 3900 Psychology of Self~~

PSYC 5062U Advanced Behavior Change Techniques

Effective Fall 2015

## 8. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN  
PSYCHOLOGY**

**B. Major Field Courses****I. All courses in this section:**

PSYC 3000 Human Resource Dev Skills

~~PSYC 4000 Measurement~~

**PSYC 4050 Advanced Research Design and Analysis**

PSYC 4100 History and Systems of Psychology

PSYC 4130 Senior Internship

One course selected from:

PSYC 3200 Industrial and Organizational Psychology

PSYC 5060U Basic Behavior Principles and Behavior Change

**II. One course selected from:**

PSYC 3070 Sensation and Perception

PSYC 3080 Evolutionary Psychology

PSYC 3090 Physiological Psychology

PSYC 3190 Comparative Psychology

PSYC 3500 Cognitive Psychology

**III. Two courses selected from:**

PSYC 3200 Industrial and Organizational Psychology

PSYC 5150U Conflict Resolution

PSYC 5300U Leadership and Group Dynamics

PSYC 5060U Basic Behavior Principles and Behavior Change or PSYC

5061U Advanced Behavioral Assessment

**IV. One course selected from:**

PSYC 3020 Psychological Testing

PSYC 3110 Theories of Personality

PSYC 3160 Clinical Psychology

PSYC 3280 Abnormal Psychology

PSYC 5061U Advanced Behavioral Assessment or PSYC 5062U Advanced Behavior Change Techniques

PSYC 5100U Women and Mental Health

**V. One course selected from:**

PSYC 3030 Experimental Social Psychology

PSYC 3050 Child Psychology

PSYC 3100 Human Sexuality

PSYC 3800 Health Psychology

**PSYC 3850 Sports Psychology**

~~PSYC 3900 Psychology of Self~~

PSYC 5062U Advanced Behavior Change Techniques

**Effective Fall 2015**

**OTHER BUSINESS**

- A. Informational Item:** From Dr. Delana Gajdosik-Nivens: “The grading mode for MATH 0987 and 0989 (the foundations level courses in learning support) need to be A, B, C, F

since they are not co-req'ed to the core classes.” The courses were created with a grading mode of S/U, and it should be a grading mode of Normal.

“The co-req'ed courses, MATH 0997, 0999 and ENGL 0999 should be S and U and you can only get the S if you pass MATH 1001, MATH 1111 or ENGL 1101.” It is possible that this was not reflected in what was previously passed.

**B. Item amended by Faculty Senate.** The change to the program of study in the Bachelor of Science in Secondary Education was amended on the floor of the Faculty Senate at the request of the College of Education. The amended item was further amended from the floor of the Senate; those amendments are noted on each document (See Attachment 1)

**ADJOURNMENT.** The meeting was adjourned at 3:28 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor and Secretary to the Committee

# Create program of study for BSED in Secondary Education: English/Language Arts Teacher Education

**AREA F ..... 18 Hours**

EDUC 2110 Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives of Diversity in Education	3
EDUC 2130 Exploring Learning and Teaching	3

**See advisor for 9 hours of courses (1000-2000) level that support area of English concentration**

**Major Courses.....36 hours**

EDUC 3100 Technology Applications for Teachers	2
EDUC 3200 Curriculum, Instruction and Assessment	3
EDUC 3300 Educating Students with Disabilities in the Gen Ed Classroom	3
<b>EDUC 3250 Educational Policy and Professional Standards for Teachers</b>	<b>2</b>
SCED 3081 Student and Classroom Assessment	2
SCED 3400 Classroom Management Strategies	3
SCED 4200 Reading and Writing <b>In the Content Areas</b>	3
SCEDU 5300U Content Methods in Secondary English and Language Arts	3

SCED 3750 Internship I	3
SCED 4750 Internship II	12

**Teaching Area Content Courses..... 24 hours**

**See advisor for 24 hours of upper level courses (3000-4000) that support area of English concentration**

Leigh Rich: Change (3000-4000) to: (3000-level and above)

First Year Seminar	1
Physical Education	3
	<b>124 hours</b>

## ii. Create program of study for BSED in Secondary Education: History Teacher Education

### AREA F

18 hours

EDUC 2110 Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives of Diversity in Education	3
EDUC 2130 Exploring Learning and Teaching	3
See advisor for 9 hours of courses (1000-2000) level that support area of History/Social Studies concentration	

### Major Courses

36 hours

EDUC 3100 Technology Applications for Teachers	2
EDUC 3200 Curriculum, Instruction and Assessment	3
EDUC 3300 Educating Students with Disabilities in the Gen Ed Classroom	3
<b>EDUC 3250 Educational Policy and Professional Standards for Teachers</b>	<b>2</b>
SCED 3081 Student and Classroom Assessment	2
SCED 3400 Classroom Management Strategies	3
SCED 4200 Instructional Approaches to Reading and Writing in the Content Areas	3
SCED5400U Content Methods in Secondary History and Social Studies	3
SCED 3750 Internship I	3
SCED 4750 Internship II	12

### Teaching Area Content Courses

24 hours

See advisor for 24 hours of upper level courses (3000-4000) that support area of History/Social Studies concentration



First Year Seminar  
Physical Education

Leigh Rich: Change  
(3000-4000) to: (3000-  
level and above)

1  
3

124 hours



### iii. Create program of study for BSED in Secondary Education: Science Teacher Education/ General Science Teacher Education

#### AREA F

18 hours

EDUC 2110 Critical and Contemporary Issues in Education

3

EDUC 2120 Exploring Socio-Cultural Perspectives of Diversity in Education

3

EDUC 2130 Exploring Learning and Teaching

3

See advisor for 9 hours of courses (1000-2000) level that support area of Broad-field Science concentration

#### Major Courses

36 hours

EDUC 3100 Technology Applications for Teachers

2

EDUC 3200 Curriculum, Instruction and Assessment

3

EDUC 3300 Educating Students with Disabilities in the Gen Ed Classroom

3

EDUC 3250 Educational Policy and Professional Standards for Teachers

2

SCED 3081 Student and Classroom Assessment

2

SCED 3400 Classroom Management Strategies

3

SCED 4200 Reading and Writing in the Content Areas

3

SCED5500U Content Methods in Secondary Science

3

SCED 3750 Internship I

3

SCED 4750 Internship II

12

#### Teaching Area Content Courses

24 hours

See advisor for 24 hours of upper level courses (3000-4000) that support area of Broad-field Science concentration



Leigh Rich: Change

(3000-4000) to: (3000-level

and above)

First Year Seminar

1

Physical Education

3

124 hours

#### iv. Create program of study for BSED in Secondary Education: Mathematics Teacher Education

<b>AREA F</b>	<b>18 hours</b>
EDUC 2110 Critical and Contemporary Issues in Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives of Diversity in Education	3
EDUC 2130 Exploring Learning and Teaching	3
<b>See advisor for 9 hours of courses (1000-2000) level that support area of Mathematics</b>	

<b>Major Courses</b>	<b>36 hours</b>
EDUC 3100 Technology Applications for Teachers	2
EDUC 3200 Curriculum, Instruction and Assessment	3
EDUC 3300 Educating Students with Disabilities in the Gen Ed Classroom	3
<b>EDUC 3250 Educational Policy and Professional Standards for Teachers</b>	<b>2</b>
SCED 3081 Student and Classroom Assessment	2
SCED 3400 Classroom Management Strategies	3
SCED 4200 Reading and Writing Across the Curriculum	3
SCED 5600U Content Methods in Secondary Mathematics	3
 SCED 3750 Internship I	 3
SCED 4750 Internship II	12

<b>Teaching Area Content Courses</b>		<b>24 hours</b>
<b>See advisor for 24 hours of upper level courses (3000-4000) that support area of Mathematics concentration</b>		

<b>First Year Seminar</b>	Leigh Rich: Change	<b>1</b>
<b>Physical Education</b>	(3000-4000) to:	<b>3</b>
	(3000-level and above)	<b>124 hours</b>

**Joint Leadership Team**  
**February 24, 2015**  
**Summary**

**Attendees:** L. Bleicken, D. Burroughs, C. Corrigan, L. Davis, E. Desnoyers-Colas, A. Heaston, B. Kelso, G. Lewis, L. Mills, C. Padgett, P. Potter, C. Ruch, A. Thompson, D. Ward, D. Wheeler, J. Wong

**Guests:** Rebecca Carroll, Jacque Stepherson, Delana Nivens, Corine Ackerson-Jones, Shannon Vo, Grace Fleming, Greg Anderson

**Visit by Vice Chancellor for Real Estate and Facilities**

Linda Bleicken shared that the reason for the delayed start of the Joint Leadership Team meeting was due to a brief campus visit by Jim James, Vice Chancellor for Real Estate and Facilities. During his time on campus, Vice Chancellor James was given a tour of Ashmore Hall, University Hall, and Memorial Center Complex since funding requests for projects associated with all three buildings have been submitted to the USG.

**HR Updates**

Rebecca Carroll shared information on the Human Resources newsletter and the first quarter issue ([http://www.armstrong.edu/Departments/human\\_resources/human\\_resources\\_employee\\_newsletter\\_q1\\_2015](http://www.armstrong.edu/Departments/human_resources/human_resources_employee_newsletter_q1_2015)) as well as the updated professional development webpage ([http://www.armstrong.edu/Departments/human\\_resources/human\\_resources\\_professional\\_development](http://www.armstrong.edu/Departments/human_resources/human_resources_professional_development)). She also announced that the university would begin its Annual Compliance Awareness program beginning March 2. An email will be sent to all employees about the program. Jacque Stepherson shared a memo regarding annual professional and support staff performance evaluations. The 2014 evaluation process is to be completed by April 3, 2015. She also shared information about a proposed Wellness Committee designed to promote the USG wellness initiative on our campus.

**eCore**

Elizabeth Desnoyers-Colas shared that the University Curriculum Committee (UCC) met to discuss eCore courses and Armstrong's affiliation with eCore. After discussion, UCC voted 8 to 3 not to support an affiliation with eCore. Faculty Senate will abide by the committee's decision. If other faculty members want to bring eCore before the entire faculty, a petition can be submitted to the President requesting a vote by the entire faculty.

**Enrollment Management**

**Spring 2015**

As of the meeting date, Spring 2015 enrollment was 6616 or 98.6% of the enrollment target of 6710. The enrollment of 6616 was comprised of 788 new students (target of 618) and 5828 continuing students (target of 6092). Fall to spring retention (controlling for December graduation) was 89.6% for undergraduate students, 93.8% for graduate students, and 90.0% overall.

**Summer 2015**

As of the meeting date, Summer 2015 enrollment was 1946, down 2.31% in comparison to one year ago.

**Fall 2015**

The enrollment target for Fall 2015 is 7272. As of the meeting date, freshmen applications are up by 22.5%, completed applications are up by 12.6%, and admits are up by 7.2%. Graduate applications are up by 89.6%, completed applications are up by 47.7%, and admits are down by 11.1%. Transfer applications are down by 17.2%, completed applications are down by 41.1%, and admits are down by 37.4%.

**EAB Student Success Collaborative**

David Ward reported that communications related to IT aspects of the project have started. The oversight committee is focusing on the campus rollout of the project.

**American Association of Collegiate Registrars and Admissions Officers (AACRAO)****Consulting**

Georj Lewis reported that Michele Sandlin from AACRAO Consulting has been engaged to assist the university with recruitment for Fall 2015 and in the development of a comprehensive strategic enrollment management (SEM) plan. Specifically, Ms. Sandlin will assess the following: staffing roles and responsibilities in recruitment; outreach and communications to prospective students; use of electronic/virtual student services; use of technology to support internal business processes; and recruitment plans. Additionally, she will gather and clarify internal student enrollment behavior data and external environment information that will inform and support long-term enrollment targets, goals, and strategies. From these reviews, recommendations and templates for a SEM plan will be given. As the university develops the SEM plan, feedback on drafts will be provided. The cost for AACRAO Consulting services is approximately \$60,000.

**Retention Plan**

Delana Nivens presented ongoing and new Academic Affairs retention and progression initiatives targeting first year students, transfer students, adult students, and all students. The following questions were asked. How do we provide more campus services after 5:30pm for non-traditional students? How can the deans be more engaged in mapping some of the processes associated with various lists received? How do we know what initiatives are working? How do we collect data for specific interventions being implemented? Have we clearly differentiated among academic coaching, academic advising, and mentoring?

**2015 Legislative Priorities**

Armstrong Day at the Capitol was successful. Legislative visits continue with meetings being held with the local delegation, appropriation chairs from both the House and Senate, House Speaker Ralston, representatives from the Office of Planning and Budget, and Governor Deal.

**Updates****Faculty Senate**

Elizabeth Desnoyers-Colas shared that the Faculty Senate approved a change to its meeting format. The first 30-minutes will be a work session for Senators and closed to the general public. At 3:30pm, the Faculty Senate meeting will begin and will be open to non-Senators.

**Staff Council**

Laura Mills shared that Staff Council elections are upcoming with five positions open. She also shared that the Spring Assembly is April 22. Staff Council will host a spring fundraising at the end of April, selling cupcakes. More information will be forthcoming.

**SGA**

Devin Burroughs shared that SGA continues its support of eCore, believing it will help with the academic success and retention of students, increase access, provide flexible class scheduling, and be more affordable. The SGA app has received a facelift, acquiring a more attractive appearance for users. To date, 807 individuals have downloaded the app. The Armstrong ROTC commissioning will be held May 9 at 5:00pm at the Trade and Convention Center. Campus Union Board (CUB) has its own executive board, which is currently working on its Big Show for spring, a concert by Migos.

**Paint the Town Maroon**

Bill Kelso reminded the team that the goal for the second annual Paint the Town Maroon is to raise \$75,000 for scholarships. With approximately one month until the event, \$74,755 has been raised. The celebration is scheduled for March 27 at 12:00Noon with a rally on Johnson Square. The presenting sponsor for the event is the Pinyan Company. Information on the event may be found at [http://www.armstrong.edu/Initiatives/paint\\_the\\_town/maroon\\_welcome](http://www.armstrong.edu/Initiatives/paint_the_town/maroon_welcome).

**Next Meeting:** March 31 at 9:00 am in the Burnett Hall Boardroom

# Staff Personnel Requests

Appendix C

3/10/2015

3/10/2015

PR RECEIVED	INITIATED BY	NEW/EXISTING	STAFF	VACATE DATE	POSITION VAC BY:	TITLE	BUDGET IN PLACE?	NEW FUNDS NEEDED?	60-Day Hold?
3/4/2015	Business Services	Existing	Staff (Temp)	(Temp)	(Temp Assistance needed for staff out on FML)	Temporary Mail Clerk	Yes	No	No
3/9/2015	Information Technology	Existing	Staff	3/31/2015	Andrew Wall	IT Project Manager	Yes	No	No
3/9/2015	Admissions	Existing	Staff	3/7/2015	Debbie Reed	Multicultural Enrollment Counselor	Yes	No	No
3/9/2015	Marketing & Communications	Existing	Staff	3/2/2015	Allison Hersh	Public Relations Manager	Yes	No	No
3/5/2015	Advancement	New Temp	Staff	New Temp	New Temp	Special Projects Coordinator - Lumina Community Partnership	Yes - Grant funded	No	No

Approved: \_\_\_\_\_

**Armstrong State University**  
**Faculty Senate Bill FSB-2015-01-26-03:**  
**Shared Planning of Future Budget Cuts**

**Presidential Action**

The attached ~~University Curriculum Committee~~ minutes and actions are provided to the University President for approval.

Delivered:

Signature: [Signature] Date: 6 Feb 15

Approve: \_\_\_\_\_

Disapprove: \_\_\_\_\_

Remand: ☒ \_\_\_\_\_

Comments: (please attach an additional sheet if necessary)

Please see attached a revised bill that the VP for Business and Finance, the Provost, and I believe will address:

- 1) Faculty Senate's desire for greater involvement in the budget process and
- 2) The iterative nature of the budget building process.

Signature: [Signature] Date: 3/2/15  
 Dr. Linda M. Bleicken, President  
 Armstrong State University

### The Shared Planning of Future Budget Cuts Bill

Whereas no input was sought from the Faculty Senate and its Planning, Budget, and Facilities committee to help identify planned budget cuts and reallocation strategies that could be implemented without harming the primary teaching mission of the University;

The Faculty Senate requests that any future proposed budget cuts and narratives include the Faculty Senate Planning, Budget, and Facilities committee and the Faculty Senate for discussion of potential modifications and support of its final form prior to submission to the USG and BOR.



FSB-2015-01-26-03 Budget Planning

Whereas the Faculty Senate and its Planning, Budget, and Finance Committee desire to have more input and receive more information about budget priorities and the budget preparation process;

Therefore, the Faculty Senate requests that,

During the winter of each year, the Vice President for Business and Finance or his/her delegate will review the priorities listed in the final budget narrative provided to the Board of Regents with the Planning, Budget, and Facilities Committee. The goal of such meeting will be to provide insights into the priority setting process and to obtain feedback from the committee that may influence the future development of the final budget developed in the spring of each year, and

During the spring of each year, the faculty, via the Provost and Dean of each College, will be provided an opportunity to present their priorities and suggested changes to funding and programs, to the President's Cabinet in advance of the final budget submission. The goal of such meeting will be to provide guidance for funding and improving the academic mission of the University to the University President, and

Following the development of the final budget, the Vice President for Business and Finance or his/her delegate will present an overview of that budget to the Faculty Senate, in a meeting open to all faculty and staff.

## **Bill to Amend the Constitution of the Armstrong Faculty Senate: Changes in Terms and Titles for President and Vice-President**

Whereas the office of President of the Faculty Senate requires that the holder of the office be experienced and well aware of procedures, protocols, and previous Senate initiatives/agendas;

Whereas the current system allows a President to be elected without prior Senate leadership experience;

Whereas a year of service as President-Elect will provide this experience;

The Faculty Senate proposes the following amendments to Article II. Sections A and B of the Constitution of the Armstrong Faculty Senate:

### ARTICLE II. Officers of the Senate

#### SECTION A. Presiding Officer

No later than the last meeting of the Senate in the spring semester, the Senate shall annually elect a President-Elect by a majority vote.

The President-Elect shall serve the first year as President-Elect and the second year as Senate President. Each year's term shall begin on August 1<sup>st</sup> and end on July 31<sup>st</sup>. When elected, the President-Elect/ President will serve the two-year term as both officer and Senator. In the event of a Senator's election to the ~~presidency~~ president-elect position, the Senator shall complete the ~~two-year term provided for this office~~ the two years of leadership service (one as President-Elect and one as President) without regard to the length of time remaining in the Senator's elected term. In the event that the President is unable or unwilling to complete the term, the ~~Vice President~~ President-Elect will assume the responsibility of the office through July 31<sup>st</sup> and continue as President the following year, and a new President-Elect will be elected in the spring during the regular election process. In the event that the President-Elect is unable or unwilling to become President in the second year, then a new President-Elect and a separate special presidential election must occur in the spring during the regular election process. Vacancy in the ~~Vice President~~ President-Elect position will remain empty until a special election can be held.

The President of the Faculty Senate shall be the presiding officer of the Senate. In the President's absence, the ~~Vice President~~ President-Elect shall preside. The presiding officer shall conduct meetings according to Robert's Rules of Order and may vote only to break a tie.

Three hours of reassigned time per semester shall be granted to the President and President-Elect of the Senate.

Amended: April 2013

## SECTION B. Additional Officers of the Senate

\* Secretary

\* Parliamentarian

The ~~Vice President~~ and Secretary will be elected no later than the last meeting of the Senate in the spring semester.

The Parliamentarian will be appointed by the President of the Senate.

These officers serve a term of one year from August 1st through July 31st.

Vacancy in the Secretary position will be filled by special appointment of the Steering Committee, with a permanent Secretary elected in the spring during the regular election process.

Three hours of reassigned time per semester shall be granted to the Secretary of the Senate.

Amended: April 2013

Note: every other instance of “Vice-President” must be sought out in the Constitution and By-laws and changed to “President-Elect”. Every reference the President’s two year term will need to be changed to a one year term after having served a year as President-Elect.

Summary of proposed alteration to the terms and titles of the “President” and the “Vice-president” only:

- The Senate President will serve a one year term as President (but this will be the second year of leadership service since this individual will have served the preceding year as Senate President-Elect, formerly known as the “Vice-President” position/title).
- The Senate President-Elect (formerly the “Vice-President” position) will serve a one year term assisting the President (fulfilling what were formerly the “Vice-President’s” functions) with the understanding that the President-Elect will become the Senate President in the second year of Senate leadership service. In other words, the Senate “President-Elect” will serve a two year leadership term overall, but the first year will be as “President-Elect” (Vice-President) and the second year will be as Senate President.
- Each year only a Senate “President-Elect” election will occur with the understanding that this individual will serve the first year as “President-Elect” and the second year as “President” of the Senate. Consequently, no separate elections for Senate President will be needed except in the case of the “President-Elect” being unable or unwilling to serve the complete two years of Senate leadership service. In this case, a special Senate President election will occur in conjunction with the President-Elect election.

### Rationales

Though the Senate President term will become a one year term, Senate Presidents having served the preceding year as “President-Elect” will be experienced and well aware of procedures, protocols, and previous Senate initiatives/agendas. Essentially, the Senate President will have learned much of what the position entails while serving as the “President-Elect” the previous year. The intent is to produce a more effective system as compared to our current two year presidential term in which the first year is spent to a large degree learning how the Senate works in relation to Armstrong’s President. So far, in ASU’s Faculty Senate presiding officer history, most, if not all, of our past elected Senate Presidents have had no previous Senate leadership experience prior to assuming the role of Senate President. This new structure will mitigate the steep learning curve for those assuming the office of Senate President.

The proposed change of terms and titles will require only one “President-Elect” election every year and no presidential elections every other year, thereby saving considerable time and energy in campaigning and election administration.

### Note on First Time Implementation of the Proposed Changes:

If the proposed changes to the President and Vice-President titles and terms are approved prior to the current Senate President’s second year of service, then that President will serve out the normal two year presidential term and only a “President-Elect” will need to be elected in the spring elections.

If the proposed changes to these terms and title are approved during the current President’s second year of service, then the implementation of these changes will require an initial election of both a “President-Elect” and a “President”, but thereafter, only a “President-Elect” election will occur.

**Bill to Amend the Bylaws of the Armstrong Faculty Senate, Article VI. Section B: Duties of the Vice President of the Senate**

Whereas duties being performed by the Vice President of the Senate are not included in the duties listed for that office in the Senate Bylaws;

The Faculty Senate proposes that the following be added to the duties of the Vice President, Bylaws Article VI. Section B:

3. Handle/preside over the UCC minutes in the Senate
4. Serve as a representative of the Faculty Senate on various University committees
5. Preside over the Senate in the absence of the President
6. Follow up/ensure signed bills are being acted upon.

**Bill to Amend the Bylaws of the Armstrong Faculty Senate, Article VIII. Section B.**

Whereas Robert's Rules of Order are ambiguous on the procedure for entering Executive Session;

The Faculty Senate, in order to clarify the requirements for going into Executive Session, proposes to change Bylaws Article VIII. Section B to read as follows:

“All meetings of the Senate shall be open for members of the general faculty to attend unless the Senate is in Executive Session. Executive Session requires a motion and a second from the Senate floor but not a vote.”

**Bill to Amend the Bylaws of the Armstrong Faculty Senate, Article V. Section A.1.**

Whereas the current one-to-one correspondence between Senators and elected alternates is impractical and unnecessary;

The Faculty Senate proposes that Article V. Section A.1 be amended to read:

Section A. Senators shall hold office according to the following terms:

1. Senators shall be elected for a three-year term. Any department represented by one or two Senators shall elect one alternate Senator. Any department represented by three or more Senators shall elect a pool of at least two alternate Senators. Alternate Senators may serve for a term of one to three years, according to the department's preference.

## **Education Technology Committee Representation Bill**

Whereas the mission of the Senate Education Technology Committee is to “review policies and practices in technological infrastructure, and University policies governing the use of technology in collaboration with other University and Senate committees”;

Whereas the Technology Fee Committee is a University committee that evaluates and funds proposals intended “to provide necessary equipment to meet the projected technology needs for enhanced learning for students”;

Whereas no representation of the Education Technology Committee is currently required on the University Technology Fee Committee;

The Faculty Senate requests that the University Technology Fee Committee always include in its membership at least one member from the Senate Education Technology Committee.



**Bill to Amend the Bylaws of the Armstrong Faculty Senate Article XI. Section F: Duties of the Education Technology Committee**

Whereas the Technology Fee Committee, a University committee co-chaired by Armstrong's Provost and Chief Information Officer, exists for the purpose of allocating Student Technology Fee funds to provide "enhanced learning for students";

The Armstrong Faculty Senate proposes that the following duty of the Senate Education Technology Committee be removed:

"The allocation of technology fee funds for the purchase and support of technology and software for academic and student use."

## Academic Standards Committee Meeting, January 26, 2015

The Academic Standards committee examined the Academic Standards policy of Armstrong at the request of the Faculty Senate. We compared the academic standards of Armstrong versus most other USG schools.

While the USG system schools' academic standing policies varied, a number of schools were taking a more interventional approach to helping students improve their academic standards, not just a punitive approach. Our GPA values for good standing at various credit hours were in the middle of the pack.

*The current policy is often confusing and difficult for students to understand.* In addition, we believe that the 1.5 GPA minimum for freshmen is too low to ensure their future success and raising and simplifying our academic standards will improve student retention and graduation rates.

In fall 2014, 76 students attending Armstrong were on suspension, 149 were on academic probation and 223 were on academic warning.

The following example illustrates our policy in practice.

Freshman student attempts 12 hours their first semester and obtains a 1.5 GPA.

Student remains in Good Standing (1.5 GPA is good standing). Student attempts 12 hours in their second semester and earns a 1.7 GPA. Student has attempted 24 hours. Student has a 1.6 overall GPA and is now on **Academic Warning**.

Student registers for 12 hours their first semester of their sophomore year. Attempted hours are now 36. Student earns 12 hours with a 1.7 GPA. Student now has a 1.63 GPA and is on **Academic Probation**.

The second semester of their sophomore year, the student takes 12 hours, passes 12 hours and earns a 2.0. The student's overall GPA is now a 1.72, which at 48 attempted hours should mean that they sit out (1.9 GPA required) but, because they earned a 2.0 while on probation, they get to continue on **Academic Probation**.

Student is now in their 5<sup>th</sup> semester, with a 1.72 GPA and 48 hours attempted. They attempt and pass another 12 hours, taking them to 60 attempted hours. If they earn a 1.9 GPA, they are on **First Suspension** and must sit out a semester, with a 1.76 GPA. Students may appeal and the Academic Appeals Committee (this committee) will hear the appeal and grant or deny attendance during the suspension semester.

If they earn a 2.0 they can continue attending, on Academic Probation with a 1.78 GPA. The student must earn an additional 64 hours at 2.2 or above to graduate with a 2.0.

If the student is suspended in semester 5, they sit out a semester and return to school. If they get another 1.9 GPA, they are on **Second Suspension** and must sit out a year. If a year later they return and earn another 1.9 GPA, they are on **Final Suspension**, where

after a year they can also return and earn another 1.9 GPA and be permanently excluded. If they earn 2.0 grades they can remain enrolled, but will not be able to graduate.

Based on our research, we propose the following changes to the Academic Standings Policy as a Faculty Senate Bill. **If passed, we requested it be enacted to begin Fall 2016.**

Whereas Armstrong is a student centered institution focused on student learning and success, and whereas the current academic standings policies are unclear to students and do not lay out a pathway to foster student success; and whereas the University has a number of programs with higher secondary admission standards, the Faculty Senate proposes the following be adopted as the Armstrong Academic Standing Policy (page 62-63 of current catalog), effective Fall 2016:

The university recognizes five categories of academic standing: academic intervention, academic warning, academic probation and academic suspension.

### **Good Standing**

Students are considered to be in Good Standing if they have maintained or exceeded the required Overall GPA for the hours attempted as noted below.

To remain in Good Standing students must adhere to the following minimum GPA guidelines:

<b>Attempted Hours</b>	<b>Required Overall GPA</b>
------------------------	-----------------------------

0-29 hours	1.80
------------	------

30-45 hours	1.90
-------------	------

Over 45 hours	2.00
---------------	------

### **Academic Intervention**

Students who have attempted 0-29 hours and do not meet GPA requirements will be placed on **Academic Intervention**. When first placed on Academic Intervention, a student must register for AASU 1101 Strategies for Success the very next semester of enrollment to assist the student with study strategies and time management. Students on Academic Intervention are limited to 14 credit hours of enrollment for the Fall or Spring semester and 9 hours in Summer or Flex term. The 2 credit hour AASU 1101 must be included in the allotted hours.

### **Academic Warning**

Students who are on Academic Intervention and do not raise their GPA above the required GPA to be removed from Academic Intervention, or those with 30 hours whose required overall GPA falls below the standard for Good Standing, will be placed on **Academic Warning**. To avoid being placed on Academic Probation the student must earn sufficient grade points during the next semester of enrollment to raise the institutional average to the minimum standard for Good

Standing. If the student achieves the minimum standard at the end of the next semester of enrollment, the Academic Warning is lifted and the student returns to Good Standing. A student who fails to return to Good Standing by the end of the Warning semester will be placed on Academic Probation. Students on Academic Warning will be limited to 13 credit hours of course enrollment. Students on Academic Probation will be limited to 13 credit hours of course enrollment during Fall and Spring semesters and 7 hours in Summer or Flex term.

### **Academic Probation**

Academic Probation recognizes that a student is in serious danger of being dismissed from the University and notifies the student that a plan must be developed and implemented to improve the quality of his/her academic work. A student will be placed on Probation at the end of any semester in which the institutional average remains below the stated minimums and Academic Warning has been issued during the previous semester. Students who achieve the required grade average for Good Standing will have their Probation status removed. A student who fails to return to Good Standing by the end of the Probation semester will be placed on Suspension. Academic Probation is noted on the student's official transcript. Students on Academic Probation will be limited to 13 credit hours of course enrollment during Fall and Spring semesters and 7 hours in Summer or Flex term.

A student will remain on Academic Probation for more than one semester if:

- the student earns a grade of C or higher in all classes in which he or she enrolled, and
- the student earns a minimum 2.0 overall while in the probationary semester

### **Academic Suspension**

Students on academic probation who neither achieve the required overall GPA nor earn at least a 2.0 GPA during the probationary semester (with all grades C or higher) will be placed on academic suspension from the university.

Students suspended for the first time must sit out the next full 15-week semester.

Students suspended for the second time must sit out the next 2 full 15-week semesters.

A third academic suspension is final, with the exception that after 1 year's absence, students may be considered for readmission. Students placed on final suspension who are permitted to re-enroll and fail to achieve a 2.0 GPA (with all grades C or better) will be permanently excluded from the university.

Students on suspension may not enroll in Summer or Flex Term sessions. Students wishing to enroll during the suspension period must submit an appeal to the Office of Admissions to be decided upon by the Armstrong Academic Appeals Committee. The first semester of eligible enrollment following a suspension period is the next full fifteen-week semester (Fall or Spring). Students who wish to return after the required absence must notify the Registrar's Office.

**Students on Academic intervention, warning, probation or suspension** are expected to develop a plan for obtaining academic good standing. This plan will be developed with the

assistance of the student's advisor/success coordinator. The plan may include retaking courses, use of campus resources, monitored early and mid-term grades, and regular contact with their advisor/success coordinator or academic coach.

Given the scenario above, a student earning 68 hours (29@ 1.8, 16@ 1.9 and 24 hours @ 2.0 has a 1.92 overall GPA, but can remain enrolled given their 2.0. They can raise their overall GPA to the required 2.0 by obtaining a 2.1 or higher GPA for the final 56 hours.

## Enrollment in Fully Online Courses

For students that have earned fewer than fifteen (15) hours of college credit, students may enroll in no more than one fully online course.

- A student who wishes to enroll in more than one fully online course must obtain permission from department head, dean, or their designee.

For students on Academic Probation, Academic Warning, or Academic Suspension, students may NOT take a fully online course.

- A student on Academic Probation, Academic Warning, or Academic Suspension who wishes to enroll in a fully online course must obtain permission from department head, dean, or their designee.

**Students on Academic Probation or Academic Warning in Online Courses**  
**Fall 2011-Fall 2013**

	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Academic Probation	94		106		155	
Taking Online Courses	18	19.1%	25	23.6%	46	29.7%
Total Grades	23	24.5%	35	33.0%	60	38.7%
A	3	13.0%	3	8.6%	5	8.3%
B	4	17.4%	5	14.3%	13	21.7%
C	2	8.7%	6	17.1%	6	10.0%
D	2	8.7%	1	2.9%	7	11.7%
F	8	34.8%	11	31.4%	21	35.0%
I	1	4.3%	2	5.7%	1	1.7%
V	0	0.0%	0	0.0%	1	1.7%
W	3	13.0%	3	8.6%	1	1.7%
WF	0	0.0%	4	11.4%	5	8.3%
Academic Warning	299		286		258	
Taking Online Courses	32	10.7%	23	8.0%	33	12.8%
Total Grades	46	15.4%	30	10.5%	53	20.5%
A	1	2.2%	0	0.0%	0	0.0%
B	6	13.0%	2	6.7%	3	5.7%
C	6	13.0%	3	10.0%	2	3.8%
D	7	15.2%	4	13.3%	8	15.1%
F	22	47.8%	17	56.7%	38	71.7%
I	0	0.0%	0	0.0%	2	3.8%
V	0	0.0%	0	0.0%	0	0.0%
W	1	2.2%	3	10.0%	0	0.0%
WF	3	6.5%	1	3.3%	0	0.0%

*\*Taking Online Courses includes unduplicated number of students. Total Grades and grade distributions include all grades from all students.*

Academic Probation Fall 2011			Academic Warning Fall 2011		
<u>Subject Code</u>	<u>Course Number</u>	<u>Total</u>	<u>Subject Code</u>	<u>Course Number</u>	<u>Total</u>
CRJU	1100	2	CRJU	1100	3
CRJU	2010	1	CRJU	2010	5
CRJU	2020	1	CRJU	2020	3
CRJU	7862	1	ENGL	3720	1
ENGL	3720	1	HLPR	2010	1
FOUN	7060	1	PEBC	2000	14
HLPR	2010	1	POLS	1100	3
HSCP	2000	1	POLS	1200	2
PEBC	2000	5	PSYC	1101	3
POLS	1100	1	RESP	2110	1
POLS	1150	1	SOCI	1101	4
PUBH	8900	1	WBIT	1100	2
RESP	2110	4	WBIT	2000	2
SOCI	1101	2	WBIT	2300	1
			WBIT	3010	1



Academic Probation Fall 2012			Academic Warning Fall 2012		
<u>Subject Code</u>	<u>Course Number</u>	<u>Total</u>	<u>Subject Code</u>	<u>Course Number</u>	<u>Total</u>
ADED	7300	2	CRJU	1100	2
CRJU	1100	1	CRJU	2020	3
CRJU	2010	1	ENGL	1101	2
CRJU	2020	1	PEBC	2000	1
CRJU	6811	1	PEBC	2001	10
CRJU	7862	1	POLS	1100	2
FOUN	7040	1	POLS	1150	1
FOUN	7060	1	POLS	1200	1
HIST	1111	1	RESP	2110	2
HLPR	2010	4	SOCI	1101	2
HSCF	3710	2	WBIT	1100	2
PEBC	2000	2	WBIT	2000	2
PEBC	2001	2			
POLS	1100	1			
RDEN	7070	7			
RESP	2110	5			
SOCI	1101	2			

Academic Probation Fall 2013			Academic Warning Fall 2013		
<u>Subject Code</u>	<u>Course Number</u>	<u>Total</u>	<u>Subject Code</u>	<u>Course Number</u>	<u>Total</u>
ADED	7300	1	BIOL	1120	1
ADED	7310	1	CRJU	2010	4
CRJU	2010	3	CRJU	2020	3
CRJU	2020	1	CRJU	2410	1
CRJU	3500	1	ECUG	3040	2
CRJU	6801	2	ENGL	1101	3
CRJU	7862	2	ENGL	3720	1
CSDS	1220	2	HSCF	3710	2
ECON	1101	1	MATH	1111	1
ECUG	3040	2	MATH	2200	1
EDUC	6000	5	PEBC	2000	3
EEXE	6025	3	PEBC	2001	6
ENGL	1102	2	PSYC	1101	13
ENGL	2100	1	RADS	2000	1
ENGL	5740G	3	RESP	2110	6
FOUN	7035	2	SOCI	1101	4
FOUN	7040	3			
FOUN	7060	1			
HIST	1111	2			
HLPR	2010	1			
MATH	1111	1			
MHSA	6010	1			
PEBC	2000	1			
PEBC	2001	4			
POLS	1100	2			
PSYC	1101	3			
PSYC	2950	1			
PUBH	5580U	1			
RDEN	7071	1			
RESP	2110	3			
SCED	6100	2			
SCED	6330	1			
SOCI	1101	1			
WBIT	1100	1			
WBIT	2000	1			

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2011

		Final Grade														C or Better		
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	DFW	Total		
Adolescent and Adult Education																		
Fully Online Courses																		
Freshman	n	31	24	15	7	11	0	0	0	0	3	1	0	0	70	22	92	
	%	33.7	26.1	16.3	7.6	12.0	0.0	0.0	0.0	0.0	3.3	1.1	0.0	0.0	76.1	23.9	100.0	
Sophomore	n	36	21	7	7	9	0	0	0	0	5	0	0	0	64	21	85	
	%	42.4	24.7	8.2	8.2	10.6	0.0	0.0	0.0	0.0	5.9	0.0	0.0	0.0	75.3	24.7	100.0	
Junior	n	16	9	5	2	2	0	0	0	0	2	0	0	0	30	6	36	
	%	44.4	25.0	13.9	5.6	5.6	0.0	0.0	0.0	0.0	5.6	0.0	0.0	0.0	83.3	16.7	100.0	
Senior	n	11	8	6	2	2	0	0	0	0	0	0	0	0	25	4	29	
	%	37.9	27.6	20.7	6.9	6.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	86.2	13.8	100.0	
Face to Face Courses																		
Freshman	n	38	16	7	4	3	0	0	0	0	2	0	0	0	61	9	70	
	%	54.3	22.9	10.0	5.7	4.3	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	87.1	12.9	100.0	
Sophomore	n	33	19	6	2	1	0	0	0	0	0	0	0	0	58	3	61	
	%	54.1	31.1	9.8	3.3	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	95.1	4.9	100.0	
Junior	n	11	6	0	0	0	0	0	0	0	0	0	0	0	17	0	17	
	%	64.7	35.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0	
Senior	n	14	1	1	0	0	0	0	0	0	1	0	0	0	16	1	17	
	%	82.4	5.9	5.9	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	0.0	94.1	5.9	100.0	
Childhood/ Exceptional Student Education																		
Fully Online Courses																		
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Senior	n	12	11	6	0	0	0	0	0	0	2	0	0	0	29	2	31	
	%	38.7	35.5	19.4	0.0	0.0	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	93.5	6.5	100.0	
Face to Face Courses																		
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2011, cont.

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
<b>Computer Science and Information Technology</b>																	
<b>Fully Online Courses</b>																	
Freshman/Sophomore	n	2	3	0	0	2	0	0	0	0	0	1	0	2	5	5	10
	%	20.0	30.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	20.0	50.0	50.0	100.0
Junior/Senior	n	5	3	4	4	5	0	0	0	0	2	2	0	0	12	13	25
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Face to Face Courses</b>																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Criminal Justice, Social &amp; Political Science</b>																	
<b>Online</b>																	
Freshman	n	32	46	17	4	13	0	0	0	0	5	3	0	0	95	25	120
	%	26.7	38.3	14.2	3.3	10.8	0.0	0.0	0.0	0.0	4.2	2.5	0.0	0.0	79.2	20.8	100.0
Sophomore	n	84	56	23	5	9	0	0	0	0	6	0	0	0	163	20	183
	%	45.9	30.6	12.6	2.7	4.9	0.0	0.0	0.0	0.0	3.3	0.0	0.0	0.0	89.1	10.9	100.0
Junior	n	38	25	10	2	7	0	0	0	0	6	0	0	0	73	15	88
	%	43.2	28.4	11.4	2.3	8.0	0.0	0.0	0.0	0.0	6.8	0.0	0.0	0.0	83.0	17.0	100.0
Senior	n	27	25	15	3	1	0	0	0	0	7	1	0	0	67	12	79
	%	34.2	31.6	19.0	3.8	1.3	0.0	0.0	0.0	0.0	8.9	1.3	0.0	0.0	84.8	15.2	100.0
<b>Face to Face Courses</b>																	
Freshman	n	115	150	89	35	49	0	0	0	0	21	1	0	0	354	106	460
	%	25.0	32.6	19.3	7.6	10.7	0.0	0.0	0.0	0.0	4.6	0.2	0.0	0.0	77.0	23.0	100.0
Sophomore	n	96	107	63	16	21	0	0	0	0	16	1	0	0	266	54	320
	%	30.0	33.4	19.7	5.0	6.6	0.0	0.0	0.0	0.0	5.0	0.3	0.0	0.0	83.1	16.9	100.0
Junior	n	46	31	23	3	10	0	0	0	0	3	0	0	0	100	16	116
	%	39.7	26.7	19.8	2.6	8.6	0.0	0.0	0.0	0.0	2.6	0.0	0.0	0.0	86.2	13.8	100.0
Senior	n	16	15	11	0	3	0	0	0	0	6	0	0	0	42	9	51
	%	31.4	29.4	21.6	0.0	5.9	0.0	0.0	0.0	0.0	11.8	0.0	0.0	0.0	82.4	17.6	100.0

## Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2011, cont.

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Health Sciences																	
Online																	
Freshman/Sophomore	n	6	2	0	1	0	0	0	0	0	1	0	0	0	8	2	10
	%	60.0	20.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	80.0	20.0	100.0
Junior	n	25	8	10	0	1	0	0	0	0	1	0	0	0	43	2	45
	%	55.6	17.8	22.2	0.0	2.2	0.0	0.0	0.0	0.0	2.2	0.0	0.0	0.0	95.6	4.4	100.0
Senior	n	27	6	6	0	1	0	0	0	0	1	0	0	0	39	2	41
	%	65.9	14.6	14.6	0.0	2.4	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	95.1	4.9	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
History																	
Online																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
	%	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2011, cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Languages, Literature, and Philosophy																	
Online																	
Freshman/Sophomore/																	
Junior	n	3	10	5	0	1	0	0	0	0	0	0	0	0	18	1	19
	%	15.8	52.6	26.3	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	94.7	5.3	100.0
Senior	n	5	10	4	1	2	0	0	0	0	2	0	0	0	19	5	24
	%	20.8	41.7	16.7	4.2	8.3	0.0	0.0	0.0	0.0	8.3	0.0	0.0	0.0	79.2	20.8	100.0
Face to Face Courses																	
Freshman/Sophomore		n	5	8	3	0	1	0	0	0	0	0	0	0	16	1	17
	%	29.4	47.1	17.6	0.0	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	94.1	5.9	100.0
Junior	n	5	6	1	1	1	0	0	0	0	1	1	0	0	12	4	16
	%	31.3	37.5	6.3	6.3	6.3	0.0	0.0	0.0	0.0	6.3	6.3	0.0	0.0	75.0	25.0	100.0
Senior	n	4	2	2	1	0	0	0	0	0	2	0	0	0	8	3	11
	%	36.4	18.2	18.2	9.1	0.0	0.0	0.0	0.0	0.0	18.2	0.0	0.0	0.0	72.7	27.3	100.0
Medical Technology																	
Online																	
Freshman	n	39	24	8	0	0	0	0	0	0	0	0	0	0	71	0	71
	%	54.9	33.8	11.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Sophomore	n	23	17	14	2	0	0	0	0	0	0	0	0	0	54	2	56
	%	41.1	30.4	25.0	3.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	96.4	3.6	100.0
Junior	n	9	2	5	0	0	0	0	0	0	0	0	0	0	16	0	16
	%	56.3	12.5	31.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Senior	n	9	15	18	0	0	0	0	0	0	0	0	0	0	42	0	42
	%	21.4	35.7	42.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Face to Face Courses																	
Freshman/Sophomore		n	6	5	2	1	0	0	0	0	2	0	0	0	13	3	16
	%	37.5	31.3	12.5	6.3	0.0	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	81.3	18.8	100.0
Junior	n	0	5	5	0	0	0	0	0	0	1	0	0	0	10	1	11
	%	0.0	45.5	45.5	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0	90.9	9.1	100.0
Senior	n	2	6	0	0	0	0	0	0	0	2	0	0	0	8	2	10
	%	20.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	80.0	20.0	100.0

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2011, cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Nursing																	
Online																	
Freshman/Sophomore/																	
Junior	n	11	5	3	0	1	0	0	0	0	1	0	0	0	19	2	21
	%	52.4	23.8	14.3	0.0	4.8	0.0	0.0	0.0	0.0	4.8	0.0	0.0	0.0	90.5	9.5	100.0
Senior	n	41	15	0	0	1	0	0	0	0	0	0	0	0	56	1	57
	%	71.9	26.3	0.0	0.0	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	98.2	1.8	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Psychology																	
Online																	
Freshman	n	3	10	1	3	0	0	0	0	0	1	0	0	0	14	4	18
	%	16.7	55.6	5.6	16.7	0.0	0.0	0.0	0.0	0.0	5.6	0.0	0.0	0.0	77.8	22.2	100.0
Sophomore	n	5	3	0	0	0	0	0	0	0	2	0	0	0	8	2	10
	%	50.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	80.0	20.0	100.0
Junior/Senior	n	5	5	1	1	0	0	0	0	0	2	0	0	0	11	3	14
	%	35.7	35.7	7.1	7.1	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	78.6	21.4	100.0
Face to Face Courses																	
Freshman	n	64	96	71	18	23	7	0	0	0	9	16	0	0	231	66	304
	%	21.1	31.6	23.4	5.9	7.6	2.3	0.0	0.0	0.0	3.0	5.3	0.0	0.0	76.0	21.7	100.0
Sophomore	n	18	26	12	9	3	2	0	0	0	5	2	0	0	56	19	77
	%	23.4	33.8	15.6	11.7	3.9	2.6	0.0	0.0	0.0	6.5	2.6	0.0	0.0	72.7	24.7	100.0
Junior/Senior	n	12	15	4	1	4	0	0	0	0	0	0	0	0	31	5	36
	%	33.3	41.7	11.1	2.8	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	86.1	13.9	100.0

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2011, cont.

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Radiologic Sciences																	
Online																	
Freshman	n	7	1	1	2	2	0	0	0	0	1	0	0	0	9	5	14
	%	50.0	7.1	7.1	14.3	14.3	0.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	64.3	35.7	100.0
Sophomore	n	17	6	4	2	2	0	0	0	0	0	0	0	0	27	4	31
	%	54.8	19.4	12.9	6.5	6.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	87.1	12.9	100.0
Junior	n	28	8	3	2	1	0	0	0	0	2	0	0	0	39	5	44
	%	63.6	18.2	6.8	4.5	2.3	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0	88.6	11.4	100.0
Senior	n	28	17	4	2	3	0	0	6	0	2	0	0	0	49	7	62
	%	45.2	27.4	6.5	3.2	4.8	0.0	0.0	9.7	0.0	3.2	0.0	0.0	0.0	79.0	11.3	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore/Junior	n	10	8	5	0	0	0	0	0	0	0	0	0	0	23	0	23
	%	43.5	34.8	21.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Senior	n	1	18	2	0	0	0	0	0	0	0	1	0	0	21	1	22
	%	4.5	81.8	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	0.0	0.0	95.5	4.5	100.0
Respiratory Therapy																	
Online																	
Freshman	n	23	2	2	1	1	0	0	0	0	0	0	0	0	27	2	29
	%	79.3	6.9	6.9	3.4	3.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	93.1	6.9	100.0
Sophomore	n	54	7	2	0	0	0	0	0	0	0	0	0	0	63	0	63
	%	85.7	11.1	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Junior	n	49	2	2	0	0	0	0	0	0	0	0	0	0	53	53	53
	%	92.5	3.8	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Senior	n	43	5	1	0	2	0	0	0	0	1	0	0	0	49	3	52
	%	82.7	9.6	1.9	0.0	3.8	0.0	0.0	0.0	0.0	1.9	0.0	0.0	0.0	94.2	5.8	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012

		Final Grade													C or		Total	
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	Better	DFW		
Adolescent and Adult Education																		
Fully Online Courses																		
Freshman	n	34	24	13	6	15	0	0	0	0	4	1	0	0	71	26	97	
	%	35.1	24.7	13.4	6.2	15.5	0.0	0.0	0.0	0.0	4.1	1.0	0.0	0.0	73.2	26.8	100.0	
Sophomore	n	27	27	13	5	15	0	0	0	0	8	1	0	0	67	29	96	
	%	28.1	28.1	13.5	5.2	15.6	0.0	0.0	0.0	0.0	8.3	1.0	0.0	0.0	69.8	30.2	100.0	
Junior	n	31	10	2	4	4	0	0	0	0	6	0	0	0	43	14	57	
	%	54.4	17.5	3.5	7.0	7.0	0.0	0.0	0.0	0.0	10.5	0.0	0.0	0.0	75.4	24.6	100.0	
Senior	n	9	9	10	5	9	0	0	0	0	6	0	0	0	28	20	48	
	%	18.8	18.8	20.8	10.4	18.8	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	58.3	41.7	100.0	
Face to Face Courses																		
Freshman	n	31	25	3	1	4	0	0	0	0	3	0	0	0	59	8	67	
	%	46.3	37.3	4.5	1.5	6.0	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0	88.1	11.9	100.0	
Sophomore	n	18	13	6	0	4	0	0	0	0	0	0	0	0	37	4	41	
	%	43.9	31.7	14.6	0.0	9.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	90.2	9.8	100.0	
Junior	n	10	5	1	0	0	0	0	0	0	0	1	0	0	16	1	17	
	%	58.8	29.4	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	94.1	5.9	100.0	
Senior	n	5	1	3	1	1	0	0	0	0	0	0	0	0	9	2	11	
	%	45.5	9.1	27.3	9.1	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	81.8	18.2	100.0	
Art, Music and Theatre																		
Fully Online Courses																		
Freshman/Sophomore	n	1	2	4	1	3	0	0	0	0	0	0	0	0	7	4	11	
	%	9.1	18.2	36.4	9.1	27.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	63.6	36.4	100.0	
Junior/Senior	n	2	7	2	0	0	0	0	0	0	2	0	0	0	11	2	13	
	%	15.4	53.8	15.4	0.0	0.0	0.0	0.0	0.0	0.0	15.4	0.0	0.0	0.0	84.6	15.4	100.0	
Face to Face Courses																		
Freshman	n	97	76	46	14	23	0	0	0	1	13	2	1	0	219	53	273	
	%	35.5	27.8	16.8	5.1	8.4	0.0	0.0	0.0	0.4	4.8	0.7	0.4	0.0	80.2	19.4	100.0	
Sophomore	n	49	34	5	2	8	0	0	0	1	4	0	0	0	88	14	103	
	%	47.6	33.0	4.9	1.9	7.8	0.0	0.0	0.0	1.0	3.9	0.0	0.0	0.0	85.4	13.6	100.0	
Junior	n	15	10	3	2	1	1	0	0	0	2	0	0	0	28	5	34	
	%	44.1	29.4	8.8	5.9	2.9	2.9	0.0	0.0	0.0	5.9	0.0	0.0	0.0	82.4	14.7	100.0	
Senior	n	12	3	0	0	0	0	0	0	0	1	0	0	0	15	1	16	
	%	75.0	18.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.0	0.0	0.0	93.8	6.3	100.0	

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.**

		Final Grade														C or		Total
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	Better	DFW		
Childhood/Exceptional Student Education																		
Fully Online Courses																		
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Senior	n	21	4	1	0	0	0	0	0	0	1	0	0	0	26	1	27	
	%	77.8	14.8	3.7	0.0	0.0	0.0	0.0	0.0	0.0	3.7	0.0	0.0	0.0	96.3	3.7	100.0	
Face to Face Courses																		
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
<b>Computer Sciences and Information Technology</b>																	
<b>Fully Online Courses</b>																	
Freshman/Sophomore	n	2	6	3	2	3	0	0	0	0	1	1	0	0	11	7	18
	%	11.1	33.3	16.7	11.1	16.7	0.0	0.0	0.0	0.0	5.6	5.6	0.0	0.0	61.1	38.9	100.0
Junior	n	6	1	6	2	3	0	0	0	0	2	0	0	0	13	7	20
	%	30.0	5.0	30.0	10.0	15.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	65.0	35.0	100.0
Senior	n	10	3	1	1	1	0	0	0	0	2	0	0	0	14	4	18
	%	55.6	16.7	5.6	5.6	5.6	0.0	0.0	0.0	0.0	11.1	0.0	0.0	0.0	77.8	22.2	100.0
<b>Face to Face Courses</b>																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Criminal Justice, Social &amp; Political Science</b>																	
<b>Online</b>																	
Freshman	n	29	40	23	5	16	1	0	0	0	3	1	0	0	92	25	118
	%	24.6	33.9	19.5	4.2	13.6	0.8	0.0	0.0	0.0	2.5	0.8	0.0	0.0	78.0	21.2	100.0
Sophomore	n	57	46	29	10	8	2	0	0	0	5	4	0	0	132	27	161
	%	35.4	28.6	18.0	6.2	5.0	1.2	0.0	0.0	0.0	3.1	2.5	0.0	0.0	82.0	16.8	100.0
Junior	n	33	37	16	0	6	1	0	0	0	2	2	0	0	86	10	97
	%	34.0	38.1	16.5	0.0	6.2	1.0	0.0	0.0	0.0	2.1	2.1	0.0	0.0	88.7	10.3	100.0
Senior	n	13	13	7	3	8	1	0	0	0	4	0	0	0	33	15	49
	%	26.5	26.5	14.3	6.1	16.3	2.0	0.0	0.0	0.0	8.2	0.0	0.0	0.0	67.3	30.6	100.0
<b>Face to Face Courses</b>																	
Freshman	n	106	160	82	33	25	10	0	0	2	12	6	1	0	348	77	437
	%	24.3	36.6	18.8	7.6	5.7	2.3	0.0	0.0	0.5	2.7	1.4	0.2	0.0	79.6	17.6	100.0
Sophomore	n	89	118	59	13	6	7	0	0	0	4	0	0	0	266	23	296
	%	30.1	39.9	19.9	4.4	2.0	2.4	0.0	0.0	0.0	1.4	0.0	0.0	0.0	89.9	7.8	100.0
Junior	n	41	47	24	2	3	4	0	0	0	1	1	0	0	112	7	123
	%	33.3	38.2	19.5	1.6	2.4	3.3	0.0	0.0	0.0	0.8	0.8	0.0	0.0	91.1	5.7	100.0
Senior	n	19	11	11	0	0	0	0	0	0	0	0	0	0	41	0	41
	%	46.3	26.8	26.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Health Sciences																	
Online																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	5	2	4	0	1	0	0	0	0	0	0	0	0	11	1	12
	%	41.7	16.7	33.3	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	91.7	8.3	100.0
Junior	n	28	9	11	0	4	0	0	0	0	0	0	0	0	48	4	52
	%	53.8	17.3	21.2	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	92.3	7.7	100.0
Senior	n	58	20	5	2	2	0	0	0	0	1	1	0	0	83	6	89
	%	65.2	22.5	5.6	2.2	2.2	0.0	0.0	0.0	0.0	1.1	1.1	0.0	0.0	93.3	6.7	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
History																	
Online																	
Freshman/Sophomore	n	1	3	5	0	0	2	0	0	0	0	0	0	0	9	0	11
	%	9.1	27.3	45.5	0.0	0.0	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	81.8	0.0	100.0
Junior/Senior	n	7	5	3	0	0	0	0	0	0	0	0	0	0	15	0	15
	%	46.7	33.3	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Face to Face Courses																	
Freshman	n	26	86	79	21	21	2	0	0	0	10	0	0	0	191	52	245
	%	10.6	35.1	32.2	8.6	8.6	0.8	0.0	0.0	0.0	4.1	0.0	0.0	0.0	78.0	21.2	100.0
Sophomore	n	37	54	43	12	9	1	0	0	0	5	0	0	0	134	26	161
	%	23.0	33.5	26.7	7.5	5.6	0.6	0.0	0.0	0.0	3.1	0.0	0.0	0.0	83.2	16.1	100.0
Junior	n	19	16	21	1	0	1	0	0	0	3	0	0	0	56	4	61
	%	31.1	26.2	34.4	1.6	0.0	1.6	0.0	0.0	0.0	4.9	0.0	0.0	0.0	91.8	6.6	100.0
Senior	n	4	7	4	1	0	0	0	0	0	1	1	0	0	15	3	18
	%	22.2	38.9	22.2	5.6	0.0	0.0	0.0	0.0	0.0	5.6	5.6	0.0	0.0	83.3	16.7	100.0

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
<b>Languages, Literature, and Philosophy</b>																	
<b>Online</b>																	
Freshman/Sophomore	n	7	3	2	0	11	0	0	0	0	1	0	0	0	12	12	24
	%	20.0	6.7	13.3	0.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	60.0	100.0
Junior	n	4	5	4	1	1	0	0	0	0	1	0	0	0	13	3	16
	%	25.0	31.3	25.0	6.3	6.3	0.0	0.0	0.0	0.0	6.3	0.0	0.0	0.0	81.3	18.8	100.0
Senior	n	6	8	2	0	5	0	0	0	0	0	2	0	0	16	7	23
	%	26.1	34.8	8.7	0.0	21.7	0.0	0.0	0.0	0.0	0.0	8.7	0.0	0.0	69.6	30.4	100.0
<b>Face to Face Courses</b>																	
Freshman	n	175	342	167	34	89	19	0	0	1	16	4	0	0	684	143	847
	%	20.7	40.4	19.7	4.0	10.5	2.2	0.0	0.0	0.1	1.9	0.5	0.0	0.0	80.8	16.9	100.0
Sophomore	n	6	12	1	1	6	0	0	0	0	0	0	0	0	19	7	26
	%	23.1	46.2	3.8	3.8	23.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73.1	26.9	100.0
Junior	n	9	3	5	0	0	0	0	0	0	2	1	0	0	17	3	20
	%	45.0	15.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	5.0	0.0	0.0	85.0	15.0	100.0
Senior	n	9	3	0	1	2	0	0	0	0	0	0	0	0	12	3	15
	%	60.0	20.0	0.0	6.7	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	80.0	20.0	100.0
<b>Medical Laboratory</b>																	
<b>Online</b>																	
Freshman	n	32	23	8	0	0	0	0	0	0	0	0	0	0	63	0	63
	%	50.8	36.5	12.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Sophomore	n	7	18	11	0	0	0	0	0	0	0	0	0	0	36	0	36
	%	19.4	50.0	30.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Junior	n	4	7	2	0	0	0	0	0	0	0	0	0	0	13	0	13
	%	30.8	53.8	15.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Senior	n	16	26	14	0	1	1	0	0	0	0	2	0	0	56	3	60
	%	26.7	43.3	23.3	0.0	1.7	1.7	0.0	0.0	0.0	0.0	3.3	0.0	0.0	93.3	5.0	100.0
<b>Face to Face Courses</b>																	
Freshman/Sophomore	n	4	8	2	0	0	0	0	0	0	2	0	0	0	14	2	16
	%	25.0	50.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	87.5	12.5	100.0
Junior	n	1	10	3	0	0	0	0	0	0	0	0	0	0	14	0	14
	%	7.1	71.4	21.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Senior	n	5	4	1	0	0	0	0	0	0	0	2	0	0	10	2	12
	%	41.7	33.3	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0	0.0	83.3	16.7	100.0

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Nursing																	
Online																	
Freshman/Sophomore	n	7	3	0	0	0	0	0	0	0	2	0	0	0	10	2	12
	%	58.3	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.0	83.3	16.7	100.0
Junior	n	9	4	0	0	0	0	0	0	0	2	0	0	0	13	2	15
	%	60.0	26.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.3	0.0	0.0	0.0	86.7	13.3	100.0
Senior	n	71	27	4	1	4	1	0	0	0	3	0	0	0	102	8	111
	%	64.0	24.3	3.6	0.9	3.6	0.9	0.0	0.0	0.0	2.7	0.0	0.0	0.0	91.9	7.2	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Psychology																	
Online																	
Freshman/Sophomore	n	12	4	2	1	2	0	0	0	0	0	0	0	0	18	3	21
	%	57.1	19.0	9.5	4.8	9.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	85.7	14.3	100.0
Junior/Senior	n	7	1	1	0	2	0	0	0	0	0	0	0	0	9	2	11
	%	63.6	9.1	9.1	0.0	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	81.8	18.2	100.0
Face to Face Courses																	
Freshman	n	105	72	69	28	26	33	0	0	0	5	5	0	0	246	64	343
	%	30.6	21.0	20.1	8.2	7.6	9.6	0.0	0.0	0.0	1.5	1.5	0.0	0.0	71.7	18.7	100.0
Sophomore	n	20	23	18	5	2	4	0	0	0	1	0	0	0	61	8	73
	%	27.4	31.5	24.7	6.8	2.7	5.5	0.0	0.0	0.0	1.4	0.0	0.0	0.0	83.6	11.0	100.0
Junior	n	8	6	4	1	0	2	0	0	0	1	0	0	0	18	2	22
	%	36.4	27.3	18.2	4.5	0.0	9.1	0.0	0.0	0.0	4.5	0.0	0.0	0.0	81.8	9.1	100.0
Senior	n	8	5	0	1	0	1	0	0	0	0	0	0	0	13	1	15
	%	53.3	33.3	0.0	6.7	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	86.7	6.7	100.0

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Radiologic Sciences																	
Online																	
Freshman	n	10	2	2	0	1	0	0	0	0	2	1	0	0	14	4	18
	%	55.6	11.1	11.1	0.0	5.6	0.0	0.0	0.0	0.0	11.1	5.6	0.0	0.0	77.8	22.2	100.0
Sophomore	n	20	11	8	0	6	0	0	0	0	6	1	0	0	39	13	52
	%	38.5	21.2	15.4	0.0	11.5	0.0	0.0	0.0	0.0	11.5	1.9	0.0	0.0	75.0	25.0	100.0
Junior	n	60	16	3	1	6	3	0	0	0	9	1	0	0	79	17	99
	%	60.6	16.2	3.0	1.0	6.1	3.0	0.0	0.0	0.0	9.1	1.0	0.0	0.0	79.8	17.2	100.0
Senior	n	34	19	5	0	2	0	0	4	0	6	0	0	0	58	8	70
	%	48.6	27.1	7.1	0.0	2.9	0.0	0.0	5.7	0.0	8.6	0.0	0.0	0.0	82.9	11.4	100.0
Face to Face Courses																	
Freshman/Sophomore	n	4	4	0	0	1	0	0	0	0	0	0	1	0	8	2	10
	%	40.0	40.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	80.0	20.0	100.0
Junior	n	3	2	2	0	2	0	0	0	0	2	0	0	0	7	4	11
	%	27.3	18.2	18.2	0.0	18.2	0.0	0.0	0.0	0.0	18.2	0.0	0.0	0.0	63.6	36.4	100.0
Senior	n	4	15	1	0	0	0	0	0	0	0	0	0	0	20	0	20
	%	20.0	75.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Rehabilitation Sciences																	
Online																	
Freshman/Sophomore	n	2	8	0	1	0	0	0	0	0	0	0	0	0	10	1	11
	%	18.2	72.7	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	90.9	9.1	100.0
Junior	n	6	5	0	2	3	0	0	0	0	0	0	0	0	11	5	16
	%	37.5	31.3	0.0	12.5	18.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	68.8	31.3	100.0
Senior	n	12	9	3	1	0	0	0	0	0	1	0	0	0	24	2	26
	%	46.2	34.6	11.5	3.8	0.0	0.0	0.0	0.0	0.0	3.8	0.0	0.0	0.0	92.3	7.7	100.0
Face to Face Courses																	
Freshman/Sophomore	n	8	5	2	0	0	0	0	0	0	0	0	0	0	15	0	15
	%	53.3	33.3	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Junior	n	7	2	1	0	1	0	0	0	0	1	0	0	0	10	2	12
	%	58.3	16.7	8.3	0.0	8.3	0.0	0.0	0.0	0.0	8.3	0.0	0.0	0.0	83.3	16.7	100.0
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2012, cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Respiratory Therapy																	
Online																	
Freshman	n	12	5	0	0	1	0	0	0	0	0	0	0	0	17	1	18
	%	66.7	27.8	0.0	0.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	94.4	5.6	100.0
Sophomore	n	50	23	3	0	2	0	0	0	0	1	0	0	0	76	3	79
	%	63.3	29.1	3.8	0.0	2.5	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	96.2	3.8	100.0
Junior	n	44	15	1	1	1	0	0	0	0	0	0	0	0	60	2	62
	%	71.0	24.2	1.6	1.6	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	96.8	3.2	100.0
Senior	n	34	8	1	0	2	0	0	0	0	2	0	0	0	43	4	47
	%	72.3	17.0	2.1	0.0	4.3	0.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0	91.5	8.5	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013

		Final Grade															Total	
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or Better	DFW		
Adolescent and Adult Education																		
Fully Online Courses																		
Freshman	n	22	14	4	7	16	1	0	0	1	1	1	0	0	40	25	67	
	%	32.8	20.9	6.0	10.4	23.9	1.5	0.0	0.0	1.5	1.5	1.5	0.0	0.0	59.7	37.3	100.0	
Sophomore	n	33	12	15	2	7	0	0	0	0	5	0	0	0	60	14	74	
	%	44.6	16.2	20.3	2.7	9.5	0.0	0.0	0.0	0.0	6.8	0.0	0.0	0.0	81.1	18.9	100.0	
Junior	n	20	9	4	4	4	0	0	0	0	2	0	0	0	33	10	43	
	%	46.5	20.9	9.3	9.3	9.3	0.0	0.0	0.0	0.0	4.7	0.0	0.0	0.0	76.7	23.3	100.0	
Senior	n	19	10	5	5	1	0	0	0	0	3	0	0	0	34	9	43	
	%	44.2	23.3	11.6	11.6	2.3	0.0	0.0	0.0	0.0	7.0	0.0	0.0	0.0	79.1	20.9	100.0	
Face to Face Courses																		
Freshman	n	26	18	11	1	9	0	0	0	0	2	0	0	0	55	12	67	
	%	38.8	26.9	16.4	1.5	13.4	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	82.1	17.9	100.0	
Sophomore	n	14	15	8	0	1	0	0	0	0	1	1	1	0	37	4	41	
	%	34.1	36.6	19.5	0.0	2.4	0.0	0.0	0.0	0.0	2.4	2.4	2.4	0.0	90.2	9.8	100.0	
Junior/Senior	n	9	11	2	1	0	0	0	0	0	3	0	0	0	22	4	26	
	%	34.6	42.3	7.7	3.8	0.0	0.0	0.0	0.0	0.0	11.5	0.0	0.0	0.0	84.6	15.4	100.0	
Art, Music and Theatre																		
Fully Online Courses																		
Freshman/Sophomore	n	1	4	2	3	0	0	0	0	0	1	1	0	0	7	5	12	
	%	8.3	33.3	16.7	25.0	0.0	0.0	0.0	0.0	0.0	8.3	8.3	0.0	0.0	58.3	41.7	100.0	
Junior/Senior	n	3	5	4	1	0	0	0	0	0	0	0	0	0	12	1	13	
	%	23.1	38.5	30.8	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	92.3	7.7	100.0	
Face to Face Courses																		
Freshman	n	80	83	57	24	19	0	0	0	1	5	3	1	0	220	52	273	
	%	29.3	30.4	20.9	8.8	7.0	0.0	0.0	0.0	0.4	1.8	1.1	0.4	0.0	80.6	19.0	100.0	
Sophomore	n	30	27	12	2	5	0	0	0	0	1	0	0	0	69	8	77	
	%	39.0	35.1	15.6	2.6	6.5	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	89.6	10.4	100.0	
Junior	n	11	7	3	1	3	0	0	0	0	0	0	0	0	21	4	25	
	%	44.0	28.0	12.0	4.0	12.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	84.0	16.0	100.0	
Senior	n	9	3	5	0	0	0	0	0	0	0	1	0	0	17	1	18	
	%	50.0	16.7	27.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.6	0.0	0.0	94.4	5.6	100.0	

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or Better	DFW	Total
<b>Biology</b>																	
<b>Fully Online Courses</b>																	
Freshman/Sophomore	n	7	3	3	0	2	3	0	0	1	2	3	0	0	13	7	24
	%	29.2	12.5	12.5	0.0	8.3	12.5	0.0	0.0	4.2	8.3	12.5	0.0	0.0	54.2	29.2	100.0
Junior/Senior	n	7	3	0	1	0	3	0	0	0	0	4	0	0	10	5	18
	%	38.9	16.7	0.0	5.6	0.0	16.7	0.0	0.0	0.0	0.0	22.2	0.0	0.0	55.6	27.8	100.0
<b>Face to Face Courses</b>																	
Freshman/Sophomore	n	12	3	0	0	0	0	0	0	0	0	0	0	0	15	0	15
	%	80.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Junior/Senior	n	8	1	0	1	0	0	0	0	0	0	0	0	0	9	1	10
	%	80	10	0	10	0	0	0	0	0	0	0	0	0	90	10	100
<b>Chemistry And Physics</b>																	
<b>Fully Online Courses</b>																	
Freshman	n	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1
	%	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Sophomore	n	1	2	1	0	0	0	0	0	0	2	0	0	0	4	2	6
	%	16.7	33.3	16.7	0.0	0.0	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	66.7	33.3	100.0
Junior	n	1	1	3	0	1	0	0	0	0	1	0	0	0	5	2	7
	%	14.3	14.3	42.9	0.0	14.3	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	71.4	28.6	100.0
Senior	n	1	5	0	3	3	0	0	0	0	3	0	0	0	6	9	15
	%	6.7	33.3	0.0	20.0	20.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	40.0	60.0	100.0
<b>Face to Face Courses</b>																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or Better	DFW	Total
Childhood/Exceptional Student Education																	
Online																	
Freshman/Sophomore/																	
Junior	n	7	0	0	1	4	0	0	0	0	0	0	0	0	7	5	12
	%	58.3	0.0	0.0	8.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	58.3	41.7	100.0
Senior	n	23	5	0	0	0	1	0	0	0	0	2	0	0	28	2	31
	%	74.2	16.1	0.0	0.0	0.0	3.2	0.0	0.0	0.0	0.0	6.5	0.0	0.0	90.3	6.5	100.0
Face to Face Courses																	
All	n	22	1	0	0	2	1	0	0	0	0	0	0	0	23	2	26
	%	84.6	3.8	0.0	0.0	7.7	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	88.5	7.7	100.0
Computer Sciences and Information Technology																	
Fully Online Courses																	
Freshman/Sophomore	n	2	3	4	1	1	0	0	0	0	0	0	0	0	9	2	11
	%	18.2	27.3	36.4	9.1	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	81.8	18.2	100.0
Junior	n	5	3	1	0	1	0	0	0	0	1	0	0	0	9	2	11
	%	45.5	27.3	9.1	0.0	9.1	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0	81.8	18.2	100.0
Senior	n	5	1	1	2	3	0	0	0	0	0	0	0	0	7	5	12
	%	41.7	8.3	8.3	16.7	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	58.3	41.7	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

# Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.

		Final Grade															Total	
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or Better	DFW		
Criminal Justice, Social & Political Science																		
Online																		
Freshman	n	24	26	8	6	16	0	0	0	0	11	1	0	0	58	34	92	
	%	26.1	28.3	8.7	6.5	17.4	0.0	0.0	0.0	0.0	12.0	1.1	0.0	0.0	63.0	37.0	100.0	
Sophomore	n	45	37	16	2	14	1	0	0	0	9	4	0	0	98	29	128	
	%	35.2	28.9	12.5	1.6	10.9	0.8	0.0	0.0	0.0	7.0	3.1	0.0	0.0	76.6	22.7	100.0	
Junior	n	28	24	12	8	5	1	0	0	0	1	1	0	0	64	15	80	
	%	35.0	30.0	15.0	10.0	6.3	1.3	0.0	0.0	0.0	1.3	1.3	0.0	0.0	80.0	18.8	100.0	
Senior	n	45	18	6	1	8	0	0	0	0	7	2	0	0	69	18	87	
	%	51.7	20.7	6.9	1.1	9.2	0.0	0.0	0.0	0.0	8.0	2.3	0.0	0.0	79.3	20.7	100.0	
Face to Face Courses																		
Freshman	n	74	110	82	13	17	6	1	0	4	3	3	1	0	266	37	314	
	%	23.6	35.0	26.1	4.1	5.4	1.9	0.3	0.0	1.3	1.0	1.0	0.3	0.0	84.7	11.8	100.0	
Sophomore	n	75	69	43	10	5	7	0	0	0	3	1	0	0	187	19	213	
	%	35.2	32.4	20.2	4.7	2.3	3.3	0.0	0.0	0.0	1.4	0.5	0.0	0.0	87.8	8.9	100.0	
Junior	n	37	28	14	0	1	2	0	0	0	0	2	0	0	79	3	84	
	%	44.0	33.3	16.7	0.0	1.2	2.4	0.0	0.0	0.0	0.0	2.4	0.0	0.0	94.0	3.6	100.0	
Senior	n	9	11	4	1	2	0	0	0	0	1	0	0	0	24	4	28	
	%	32.1	39.3	14.3	3.6	7.1	0.0	0.0	0.0	0.0	3.6	0.0	0.0	0.0	85.7	14.3	100.0	
Economics																		
Online																		
All		6	6	4	0	3	0	0	0	0	3	0	0	0	16	6	22	
		27.3	27.3	18.2	0.0	13.6	0.0	0.0	0.0	0.0	13.6	0.0	0.0	0.0	72.7	27.3	100.0	
Face to Face Courses																		
Freshman	n	6	14	10	2	2	0	0	0	0	0	0	0	0	30	4	34	
	%	17.6	41.2	29.4	5.9	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	88.2	11.8	100.0	
Sophomore	n	3	10	4	2	0	0	0	0	0	0	0	0	0	17	2	19	
	%	15.8	52.6	21.1	10.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.5	10.5	100.0	
Junior	n	2	1	1	0	0	0	0	0	0	0	0	0	0	4	0	4	
	%	50.0	25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0	
Senior	n	2	3	0	0	0	0	0	0	0	0	0	0	0	5	0	5	
	%	40.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0	

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.**

			Final Grade															
			A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Health Sciences																		
Online																		
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	6	2	1	0	1	1	0	0	0	1	0	0	0	9	2	12	
	%	50.0	16.7	8.3	0.0	8.3	8.3	0.0	0.0	0.0	8.3	0.0	0.0	0.0	75.0	16.7	100.0	
Junior	n	23	14	1	1	3	0	0	0	0	4	0	0	0	38	8	46	
	%	50.0	30.4	2.2	2.2	6.5	0.0	0.0	0.0	0.0	8.7	0.0	0.0	0.0	82.6	17.4	100.0	
Senior	n	78	17	3	5	4	0	0	0	0	2	0	0	0	98	11	109	
	%	71.6	15.6	2.8	4.6	3.7	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	89.9	10.1	100.0	
Face to Face Courses																		
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
History																		
Online																		
All	n	12	5	0	1	0	1	0	0	0	0	0	0	0	17	1	19	
	%	63.2	26.3	0.0	5.3	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.5	5.3	100.0	
Face to Face Courses																		
Freshman	n	67	97	80	18	22	1	0	0	1	10	10	0	0	244	60	306	
	%	21.9	31.7	26.1	5.9	7.2	0.3	0.0	0.0	0.3	3.3	3.3	0.0	0.0	79.7	19.6	100.0	
Sophomore	n	28	58	29	7	8	1	0	0	0	4	1	0	0	115	20	136	
	%	20.6	42.6	21.3	5.1	5.9	0.7	0.0	0.0	0.0	2.9	0.7	0.0	0.0	84.6	14.7	100.0	
Junior	n	11	23	13	3	1	0	0	0	0	2	2	0	0	47	8	55	
	%	20.0	41.8	23.6	5.5	1.8	0.0	0.0	0.0	0.0	3.6	3.6	0.0	0.0	85.5	14.5	100.0	
Senior	n	5	4	0	2	0	0	0	0	0	3	0	0	0	9	5	14	
	%	35.7	28.6	0.0	14.3	0.0	0.0	0.0	0.0	0.0	21.4	0.0	0.0	0.0	64.3	35.7	100.0	

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Languages, Literature, and Philosophy																	
Online																	
Freshman	n	9	11	16	2	6	0	0	0	0	1	1	0	0	36	10	46
	%	19.6	23.9	34.8	4.3	13.0	0.0	0.0	0.0	0.0	2.2	2.2	0.0	0.0	78.3	21.7	100.0
Sophomore	n	4	5	3	3	6	0	0	0	0	4	1	0	0	12	14	26
	%	15.4	19.2	11.5	11.5	23.1	0.0	0.0	0.0	0.0	15.4	3.8	0.0	0.0	46.2	53.8	100.0
Junior	n	4	5	8	2	4	0	0	0	0	0	0	0	0	17	6	23
	%	17.4	21.7	34.8	8.7	17.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	73.9	26.1	100.0
Senior	n	12	4	4	2	4	0	0	0	0	1	1	0	0	20	8	28
	%	42.9	14.3	14.3	7.1	14.3	0.0	0.0	0.0	0.0	3.6	3.6	0.0	0.0	71.4	28.6	100.0
Face to Face Courses																	
Freshman	n	252	346	220	48	120	12	19	0	1	24	10	1	0	818	203	1053
	%	23.9	32.9	20.9	4.6	11.4	1.1	1.8	0.0	0.1	2.3	0.9	0.1	0.0	77.7	19.3	100.0
Sophomore	n	54	60	35	5	15	0	0	0	0	10	3	1	1	149	35	184
	%	29.3	32.6	19.0	2.7	8.2	0.0	0.0	0.0	0.0	5.4	1.6	0.5	0.5	81.0	19.0	100.0
Junior	n	21	22	11	3	3	1	0	0	0	2	3	0	0	54	11	66
	%	31.8	33.3	16.7	4.5	4.5	1.5	0.0	0.0	0.0	3.0	4.5	0.0	0.0	81.8	16.7	100.0
Senior	n	19	13	3	1	0	0	0	0	0	2	3	0	0	35	6	41
	%	46.3	31.7	7.3	2.4	0.0	0.0	0.0	0.0	0.0	4.9	7.3	0.0	0.0	85.4	14.6	100.0
Mathematics																	
Online																	
Freshman/Sophomore	n	2	1	3	2	6	0	0	0	0	2	1	0	0	6	11	17
	%	11.8	5.9	17.6	11.8	35.3	0.0	0.0	0.0	0.0	11.8	5.9	0.0	0.0	35.3	64.7	100.0
Junior/Senior	n	2	5	2	4	3	0	0	0	0	4	0	0	0	9	11	20
	%	10.0	25.0	10.0	20.0	15.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0	45.0	55.0	100.0
Face to Face Courses																	
Freshman	n	112	140	150	90	155	0	0	0	0	51	5	1	0	402	302	704
	%	15.9	19.9	21.3	12.8	22.0	0.0	0.0	0.0	0.0	7.2	0.7	0.1	0.0	57.1	42.9	100.0
Sophomore	n	67	84	65	31	43	0	0	0	0	20	2	1	0	216	97	313
	%	21.4	26.8	20.8	9.9	13.7	0.0	0.0	0.0	0.0	6.4	0.6	0.3	0.0	69.0	31.0	100.0
Junior	n	11	25	33	18	14	0	0	0	0	9	1	0	1	69	43	112
	%	9.8	22.3	29.5	16.1	12.5	0.0	0.0	0.0	0.0	8.0	0.9	0.0	0.9	61.6	38.4	100.0
Senior	n	12	15	19	4	7	0	0	0	0	4	0	0	0	46	15	61
	%	19.7	24.6	31.1	6.6	11.5	0.0	0.0	0.0	0.0	6.6	0.0	0.0	0.0	75.4	24.6	100.0

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Medical Laboratory																	
Online																	
Freshman	n	35	23	2	0	0	0	0	0	0	5	0	0	0	60	5	65
	%	53.8	35.4	3.1	0.0	0.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	92.3	7.7	100.0
Sophomore	n	9	14	6	2	1	1	0	0	0	0	0	0	0	29	3	33
	%	27.3	42.4	18.2	6.1	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	87.9	9.1	100.0
Junior/Senior	n	28	24	5	1	0	0	0	0	0	0	0	0	0	57	1	58
	%	48.3	41.4	8.6	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	98.3	1.7	100.0
Face to Face Courses																	
Freshman/Sophomore	n	1	5	2	0	0	0	8	0	0	0	0	0	0	8	0	16
	%	6.3	31.3	12.5	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	100.0
Junior	n	1	4	0	0	0	0	5	0	0	0	0	0	0	5	0	10
	%	10.0	40.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	100.0
Senior	n	0	5	1	0	0	0	6	0	0	0	0	0	0	6	0	12
	%	0.0	41.7	8.3	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	100.0
Nursing																	
Online																	
Freshman/Sophomore	n	13	2	1	0	0	0	0	0	0	0	0	0	0	16	0	16
	%	81.3	12.5	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Junior	n	7	3	2	0	1	0	0	0	0	0	0	0	0	12	1	13
	%	53.8	23.1	15.4	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	92.3	7.7	100.0
Senior	n	49	8	4	1	2	1	0	0	0	0	1	0	0	61	4	66
	%	74.2	12.1	6.1	1.5	3.0	1.5	0.0	0.0	0.0	0.0	1.5	0.0	0.0	92.4	6.1	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Psychology																	
Online																	
Freshman	n	15	9	7	2	16	2	0	0	0	0	0	0	0	31	18	51
	%	29.4	17.6	13.7	3.9	31.4	3.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.8	35.3	100.0
Sophomore	n	15	5	6	4	6	1	0	0	0	3	0	0	0	26	13	40
	%	37.5	12.5	15.0	10.0	15.0	2.5	0.0	0.0	0.0	7.5	0.0	0.0	0.0	65.0	32.5	100.0
Junior	n	5	2	4	0	7	0	0	0	0	1	0	0	0	11	8	19
	%	26.3	10.5	21.1	0.0	36.8	0.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0	57.9	42.1	100.0
Senior	n	7	2	0	1	1	1	0	0	0	0	0	0	0	9	2	12
	%	58.3	16.7	0.0	8.3	8.3	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	16.7	100.0
Face to Face Courses																	
Freshman	n	62	120	74	30	30	27	0	0	0	8	9	2	0	256	79	362
	%	17.1	33.1	20.4	8.3	8.3	7.5	0.0	0.0	0.0	2.2	2.5	0.6	0.0	70.7	21.8	100.0
Sophomore	n	37	41	17	6	6	3	0	0	0	1	3	0	0	95	16	114
	%	32.5	36.0	14.9	5.3	5.3	2.6	0.0	0.0	0.0	0.9	2.6	0.0	0.0	83.3	14.0	100.0
Junior	n	21	11	7	4	3	2	0	0	0	3	0	0	0	39	10	51
	%	41.2	21.6	13.7	7.8	5.9	3.9	0.0	0.0	0.0	5.9	0.0	0.0	0.0	76.5	19.6	100.0
Senior	n	10	6	0	0	1	1	0	0	0	1	0	0	0	16	2	19
	%	52.6	31.6	0.0	0.0	5.3	5.3	0.0	0.0	0.0	5.3	0.0	0.0	0.0	84.2	10.5	100.0
Radiologic Sciences																	
Online																	
Freshman	n	6	2	2	0	1	0	0	1	0	0	0	0	0	10	1	12
	%	50.0	16.7	16.7	0.0	8.3	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	83.3	8.3	100.0
Sophomore	n	27	10	6	4	5	0	0	0	0	3	0	0	0	43	12	55
	%	49.1	18.2	10.9	7.3	9.1	0.0	0.0	0.0	0.0	5.5	0.0	0.0	0.0	78.2	21.8	100.0
Junior	n	48	9	2	2	2	0	0	0	0	2	1	0	0	59	7	66
	%	72.7	13.6	3.0	3.0	3.0	0.0	0.0	0.0	0.0	3.0	1.5	0.0	0.0	89.4	10.6	100.0
Senior	n	95	50	14	4	4	0	0	5	0	1	0	0	0	159	9	173
	%	54.9	28.9	8.1	2.3	2.3	0.0	0.0	2.9	0.0	0.6	0.0	0.0	0.0	91.9	5.2	100.0
Face to Face Courses																	
Freshman/Sophomore/	n	8	9	2	1	1	0	0	0	0	1	0	0	0	19	3	22
	%	36.4	40.9	9.1	4.5	4.5	0.0	0.0	0.0	0.0	4.5	0.0	0.0	0.0	86.4	13.6	100.0
Senior	n	3	7	0	0	0	0	0	0	0	0	0	0	0	10	0	10
	%	30.0	70.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0



**Grade Distributions by Academic Department for Fully Online Courses and Their Face-to-Face Counterparts: Fall 2013 , cont.**

		Final Grade															
		A	B	C	D	F	I	NR	S	V	W	WF	WH	WM	C or	DFW	Total
Rehabilitation Sciences																	
Online																	
Freshman	n	6	3	1	0	0	0	0	0	0	0	2	0	0	10	2	12
	%	50.0	25.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0	0.0	83.3	16.7	100.0
Sophomore	n	6	7	0	0	3	0	1	0	0	0	0	0	0	13	3	17
	%	35.3	41.2	0.0	0.0	17.6	0.0	5.9	0.0	0.0	0.0	0.0	0.0	0.0	76.5	17.6	100.0
Junior	n	12	6	2	4	3	0	2	0	0	2	1	0	0	20	10	32
	%	37.5	18.8	6.3	12.5	9.4	0.0	6.3	0.0	0.0	6.3	3.1	0.0	0.0	62.5	31.3	100.0
Senior	n	30	14	3	3	2	1	1	0	0	1	0	0	0	47	6	55
	%	54.5	25.5	5.5	5.5	3.6	1.8	1.8	0.0	0.0	1.8	0.0	0.0	0.0	85.5	10.9	100.0
Face to Face Courses																	
Freshman/Sophomore	n	11	5	0	0	0	0	0	0	0	0	0	0	0	16	0	16
	%	68.8	31.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Junior	n	16	9	1	0	0	0	0	0	0	0	0	0	0	26	0	26
	%	61.5	34.6	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Senior	n	9	4	0	2	0	0	0	0	0	0	0	0	0	13	2	15
	%	60.0	26.7	0.0	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	86.7	13.3	100.0
Respiratory Therapy																	
Online																	
Freshman	n	13	2	3	2	0	0	0	0	0	1	0	0	0	18	3	21
	%	61.9	9.5	14.3	9.5	0.0	0.0	0.0	0.0	0.0	4.8	0.0	0.0	0.0	85.7	14.3	100.0
Sophomore	n	34	14	5	1	8	0	0	0	0	2	0	0	0	53	11	64
	%	53.1	21.9	7.8	1.6	12.5	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0	82.8	17.2	100.0
Junior	n	34	6	3	0	1	0	0	0	0	1	0	0	0	43	2	45
	%	75.6	13.3	6.7	0.0	2.2	0.0	0.0	0.0	0.0	2.2	0.0	0.0	0.0	95.6	4.4	100.0
Senior	n	32	4	0	0	1	0	0	0	0	1	0	0	0	36	2	38
	%	84.2	10.5	0.0	0.0	2.6	0.0	0.0	0.0	0.0	2.6	0.0	0.0	0.0	94.7	5.3	100.0
Face to Face Courses																	
Freshman	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sophomore	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Junior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Senior	n	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a